PROGRAM REVIEW AND SELF-STUDY REPORT

for the

ARKANSAS HIGHER EDUCATION COORDINATING BOARD

UNIVERSITY OF ARKANSAS AT MONTICELLO

SCHOOL OF NURSING

ASSOCIATE OF APPLIED SCIENCE IN NURSING PROGRAM

MONTICELLO, ARKANSAS
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INTRODUCTION

The mission of the Arkansas Department of Higher Education is to advocate for higher education; to promote a coordinated system of higher education in the State; and to provide for the orderly and effective development of each of the publicly and locally supported institutions of higher education in the state - all geared toward improving the delivery of higher education services to the citizens of Arkansas.

The mission of the NLNAC is to “support the interests of nursing education, nursing practice and the public by the functions of accreditation. Accreditation is a voluntary, self-regulatory process by which non-governmental associations recognize educational institutions or programs that have been found to meet or exceed standards and criteria for educational quality. Accreditation also assists in the further improvement of the institutions or programs as related to resources invested, processes followed, and results achieved. The monitoring of certificate, diploma, and degree offerings is tied closely to state examination and licensing rules and to the oversight of preparation for work in the profession”. Similarities in mission statements between the reviewing bodies is evident as both strive to improve the delivery of higher education programs by assuring that the most current standards and criteria are being utilized in an effort to produce high quality graduates who will, in turn, benefit the populations they serve.

The Associate of Applied Science in Nursing (AASN) program at the University of Arkansas at Monticello is fully approved by the Arkansas State Board of Nursing (ASBN). It is annually reviewed by the ASNB for accuracy of faculty profiles, student statistics, and curricular profile. The UAM AASN program is writing for primary accreditation by the National League
for Nursing Accrediting Commission (NLNAC) in 2013. This review will be referenced and
crossed referenced using the NLNAC’s six standards for nursing program quality and the
Arkansas Higher Education Coordinating Board (AHECB) Program review questions. This
decision was made by the AASN Self Study Committee and approved by the Dean of the School
of Nursing due to the commonality between the questions being asked for review by the AHECB
Program Review board and the self study guidelines for the NLNAC. The guiding questions of
the AHECB include 1) Goals Objectives and Activities, 2) Curriculum, 3) Faculty, 4) Resources,
5) Distance Education, 6) Students, and 7) Assessment of the program. The standards of the
National League for Nursing Accrediting Commission (NLNAC) are 1) Mission and
Administrative Capacity, 2) Faculty and Staff, 3) Students, 4) Curriculum, 5) Resources and 6)
Outcomes.

Please note the similarities in the table below. As you can see, the decision to merge the
two documents provides an accurate reflection of the AASN program for both reviewing bodies.

<table>
<thead>
<tr>
<th>NLNAC Standards of Quality for Review</th>
<th>AHECB Program Quality Indicators for Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1: Mission and Administrative Capacity</td>
<td></td>
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<tr>
<td>Standard 2: Faculty and Staff,</td>
<td>Faculty</td>
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<tr>
<td>Standard 3: Students</td>
<td>Students</td>
</tr>
<tr>
<td>Standard 4: Curriculum (Distance Education included here)</td>
<td>Curriculum Goals Objectives and Activities</td>
</tr>
<tr>
<td>Standard 5: Resources</td>
<td>Resources</td>
</tr>
<tr>
<td>Standard 6: Outcomes</td>
<td>Assessment</td>
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<tr>
<td></td>
<td>Distance Education</td>
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While an area titled “Mission and Administrative capacity” is not requested for review
by the AHECB Program Review board, it is included in the NLNAC Standards and is included
in this document. The AASN Self Study Committee felt it was extremely important to
demonstrate the cohesive nature of the School of Nursing programs with the University in
general. It may also be noted that the goals, objectives and activities of the AASN program will
be found in the Curriculum standard of this study. The terms “outcomes” and “Assessment” are
synonymous and are quantifiably measured using definitions found in the Program Evaluation
Plan (PEP) of the School of Nursing (Section B). It must also be noted that all of our nursing
programs (AASN, BSN and RN-BSN) share a common student handbook. Areas specific to each
program are separated. The School of Nursing faculty also share one Faculty Handbook and
many faculty cross teach content for the AASN program and the BSN programs. Distance
education is included at the end of each portion of the curriculum questions. Our students have
voiced their preference for face-to-face education over the years therefore, we do not offer
AASN coursework via distance education. It should be noted that all of the programs of the
School of Nursing use the same Program Evaluation Plan and the document may read
BSN/AASN.

Recently, the Board of Trustees for the University of Arkansas System voted to change
the status of the Division of Nursing to School of Nursing. The title of Chair was also changed to
Dean. The School of Nursing is striving to update all of our documentation to reflect such
changes but might not have achieved its goal yet. Please forgive any documentation or logos that
retain the old titles.
If the information cannot be found in the NLNAC standards, explanations and evidence will be provided under each guideline.
I. GOALS, OBJECTIVES, AND ACTIVITIES

1. Describe specific educational goals, objectives, and activities of the program.
   a. The School of Nursing Student Handbook (Section D, pp. 14-25) provides the student with the goals, objectives, and definitions associated with an AASN degree. The School of Nursing Faculty Handbook (Section E, pp. 5 – 13) provide the Nursing Faculty with the goals, objectives of the AASN program. Each of these sections also provides the mission, philosophy and structure of the program within the university and School of Nursing.
   b. The goals and objectives of the AASN program are accomplished through activities developed using the organizing frame work (Section A, Standard 4 – Curriculum, Table 14, p. 82 - 88). Specific goals and objectives for each course can be found in Section F – Syllabi.
   c. An explanatory model of the organizing framework with it's curricular strands is located on p. 101.

2. Explain how the program serves the general education program and other disciplinary programs on the campus, if applicable.
   a. Section A Standard 1 – Mission and Governance (p. 13) provides a comparative table that illustrates the interconnectivity between the University and School of Nursing programs. The nursing programs collaborate throughout the university to provide appropriate preparation for the AASN.

3. Document market demand and/or state/industry need for careers stemming from the program.
   a. There are 2.9 Million nurses in the United States. Current estimates included the need for 1 million more by 2020 with a shortage of 36% of RN positions vacant (Allen & Aldebron, p. 286).

4. Document student demand for the program.
   a. There were 39 applicants in 2009 for 20 positions in the program. The admissions committee did not retain the number of applicants per year until last year when a new form was created to determine demand. According to the admissions committee, every year, there have been almost twice as many applications for this program than space available.
II. CURRICULUM

This information coincides with:
NLNAC Standard 4, Curriculum – p. 79 and the Program Evaluation Plan Section.

1. Describe how program content parallels current thinking/trends in the field/trade (best practices, advisory committee recommendations, etc.).
   a. Table 14, pp. 82-88
   b. Current thinking reflected through the use of clinical facilities can be found on pp. 95-100 including Table 15 – Clinical Agencies.

2. Provide an outline for each program curriculum, including the sequence of courses.
   Prerequisites for the AASN Program – p. 93
   Major Course requirements for the AASN Program – p. 94

3. State the degree requirements, including general education requirements, institutional, college or school requirements, and major requirements.
   Same as #3.

4. Indicate the semester/year the major/program courses were last offered. Exclude general education courses.
   All courses are offered as reflected on p. 94, Major Course Requirements.

5. Provide syllabi for discipline-specific courses and departmental objectives for each course.
   Section F – Syllabi of all major courses of the AASN program.

6. Outline the process for the introduction of new courses, including all internal curriculum review processes and the findings.
   New courses are developed based upon the current thinking and trends of the field of nursing. All of these trends are present in the current coursework of the AASN curriculum. If a new course is needed the process begins with the development and presentation of the course to the SON Curriculum committee which is comprised the entire SON faculty. This is appropriate because most if not all of the faculty have taught within the AASN program since 2001. All faculty understand the unique mission, philosophy and guidelines of the AASN Program. Discussion ensues to ensure that all aspects of the curricular strands have been considered and that placement into the curriculum is appropriate according to the AASN organizing framework.
   Curriculum and Standards forms are completed by the Director of the AASN program and submitted to the Academic Council by the Dean of the SON. A 10 day review process occurs next and the proposal is voted on by the full council. Once approved by the Curriculum and Standards Committee, the proposals are brought before the University’s General Assembly for approval by vote. The Chancellor ultimately signs the proposals authorizing the curricular changes.

   In addition to the University process, the proposals must also be sent to the Arkansas State Board of Nursing for approval. Proposals must be submitted according to their time frame and using their formats all of which can be found on the ASBN website http://www.arsbn.org/
7. List courses in the proposed degree program currently offered by distance delivery. 
   Does not apply.

8. Describe the instructor-to-student and student-to-student interaction for distance courses
   (prerequisite courses, lab requirements, examination procedures-online/proctored,
   instructor response to student assignments).
   Does not apply.
III. PROGRAM FACULTY (full-time/adjunct/part-time)

This information coincides with:

Section A, Standard 2 - Faculty and Staff, p. 41
Section E, SON Faculty Handbook.
Arkansas State Board of Nursing AASN Annual Report 2009, p. 4.

1. Provide curriculum vitae or program faculty information form for all full-time program faculty. The vita or form should include the following: all degrees and institutions granting the degrees; field or specialty of degrees; number of years employed as program faculty at the institution; current academic rank, if applicable; professional certifications/licenses; evidence of quality and quantity of creative and scholarly/research activity; evidence of quality and quantity of service activities; evidence of professional activities and non-teaching work experiences related to courses taught; list of course numbers/course titles of credit courses taught over the past two academic years; and other evidence of quality teaching

   Section A, Standard 2 - Faculty and Staff, pp. 43-46.
   Arkansas State Board of Nursing AASN Annual Report 2009, p. 4.

2. Indicate the academic credentials required for adjunct/part-time faculty teaching major/program courses.

   Section E, SON Nursing Faculty Handbook, p. 36

3. Describe the orientation and evaluation processes for faculty, including adjunct and part-time faculty.

   Section E, SON Nursing Faculty Handbook, p. 32

4. Provide average number of courses and number of credit hours taught for full-time program faculty for current academic year.

   All faculty are FT and teach the equivalent of 12 hours of coursework/semester as dictated by the University. The faculty in the AASN program teach ALL of the coursework and perform all clinical experiences for the program which equals 3-4 courses per semester.
   Standard 2, Faculty and Staff - Table 7, p. 43
IV. PROGRAM RESOURCES

This information coincides with:

Section A, Standard 5 – Resources, p. 102 – 115
Section A, Standard 2 – Faculty and Staff, p. 41 - 50
Section A, Standard 3 – Students p. 51-73

1. Describe the institutional support available for faculty development in teaching, research, and service.

   Standard 2 – Faculty and Staff, p. 41 - 49
   Standard 5 – Resources, Faculty Development, p. 101 - 111

2. Describe the professional development of full-time program faculty over the past two years including the institutional financial support provided to faculty for the activities.

   Standard 2 – Faculty and Staff, p. 46 -48
   Standard 5 – Resources, p. 105-106

3. Provide the annual library budget for the program or describe how library resources are provided for the program.

   Standard 5 – Resources, p. 110 – 115
   Annual Library Budget – p. 115

4. Describe the availability, adequacy, and accessibility of campus resources (research, library, instructional support, instructional technology, etc.).

   Standard 3 – Students, p. 59 - 72
   Standard 5 – Resources, p. 102 – 121

5. Provide a list of program equipment purchases for the past three years.

   Standard 5 – Physical Resources, p. 106 – 115
V. INSTRUCTION VIA DISTANCE EDUCATION

This section should be completed if at least 50% of any program/major course is delivered electronically.

The AASN program does not meet this criteria and will not be addressed.

VI. PROGRAM ASSESSMENT

The information below coincides with:

Section A, Standard 6 – Outcomes, p. 122-126
Section B, Program Evaluation Plan.

1. Describe the program assessment process and provide outcomes data (standardized entrance/placement test results, exit test results, etc.).

   Section A, Standard 6 – Outcomes, p. 122-126
   Section B, Program Evaluation Plan, p. 1-16
   Admission and exit requirements are found in the UAM Catalog and on the UAM School of Nursing Website.

2. Describe program/major exit or capstone requirements.

   Section A, Standard 6 – Outcomes, p. 122-126
   Section B, Program Evaluation Plan
   Section D, Student Handbook, p. 30

3. Provide information on how teaching is evaluated, the use of student evaluations, and how the results have affected the curriculum.

   Section A, Standard 6 – Outcomes, p. 122-126
   Section A, Standard 4 – Curriculum, p. 89 - 91
   Section B, Program Evaluation Plan

4. Provide transfer information for major/declared students including the receiving institutions for transfer and programs of study.

   UAM Catalog – Transfers
   UAM SON Website – FAQs – Transfers
   Standard 3, Students – p. 63-64

5. Provide information for program graduates continuing their education by entering graduate school or by performing volunteer service.
Due to the lack of alumni evaluation information, this information is not available.

6. Provide aggregate results of student/alumni/employer satisfaction surveys.

   Section B, Program Evaluation Plan - Satisfaction, p. 15

6. Describe how the program is aligned with the current job market needs of the state or local communities.

   Section A, Standard 6 - Outcomes, p. 124
   Section B, Program Evaluation Plan - Patterns of Employment 6.5.4, p. 126

7. Provide job placement information for program graduates including the number of graduates placed in jobs related to the field of study.

   Section A, Standard 6.5.4., p 124.

**For undergraduate career and technical education programs only, provide the following:**

   Section A, Standard 6.5.4, p. 125 - 126

   • Names and location of companies hiring program graduates.
   • Average hourly rate for program graduates.
   • Names of companies requiring the certificate/degree for initial or continued employment.
VII. PROGRAM EFFECTIVENESS

1. List the strengths of the program.

The Associate of Applied Science in Nursing program at the University of Arkansas at Monticello is very effective. The program has been able to achieve 100% pass rate on the Arkansas State Board exam four years running. The program’s success can be attributed to classroom size of 20 or less which provides opportunity for professors and instructors to provide individualized classroom and clinical teaching strategies. These individualized strategies include teaching students on a one on one basis in the clinical setting. The faculty who work in this program are also able to work with students one on one in the classroom, identifying strengths and weaknesses of the students and assisting with study habits and test taking skills for a successful student outcome.

2. List the areas of the program most in need of improvement.

The program is in most need of improvement in the area of diversified classroom instruction. There is only one full time faculty working in this program each semester of study. Other faculty come in and guest lecture, but at best it is sporadic. The program could use another full-time faculty member to assist with lecture, clinical, test preparation, check-offs, and other faculty duties.

Lack of electronically stored data. The program is transitioning from paper to electronic data storage. The program lacks the ability to trend data at this time. It will take time to make this happen.
3. List program improvements accomplished over the past two years.

After 2 years in temporary offices and $1.6 million dollars, we are very proud that the SON has a new home - Sorrells Hall (Standard 5, p. 105-110). Being in the new home of nursing answered the need for a contemporary educational setting. The building was specifically redesigned to accommodate the educational needs of the AASN program. The program was located in classrooms across campus, making the students feel separated from the rest of the nursing students. This program has always had outstanding pass rates, desired curriculum, and more than acceptable satisfaction scores. It was imperative to give them a home within the nursing school building and increase cohesiveness between our programs.

Each classroom has a computer, projector and electronic screen capabilities. Storage is abundant and seating comfortable. Temperature control is available throughout the building. We have 10 new computers in the computer lab on the first floor and a lobby with adequate but dated seating. The students now have a room for the Student Nursing Association.

The SON no longer requires students to purchase bound syllabi in the bookstore. The syllabi are sent in PDF version to the student at home. This offers them the opportunity to print out multiple copies of forms required for the program. This is a cost savings to the student. We have also moved the purchase of all uniforms, supplies and graduation needs to the UAM Bookstore. This has been found to be a cost savings for our students as well.

4. Describe planned program improvements, including a timetable and the estimated costs. Identify program improvement priorities.
There are a few more internal renovations to “personalize” the building which will be accomplished in stages occurring over 3 years. These include new furnishings for the reception/secretarial space (cost is being investigated now), new seating for the conference room and new office furnishing for the faculty. The first stage included new seating and desks for the students ($25,000). This was top priority for all of our students.

Equipment will be requested during budget proposals this year. Our primary learning need is Intravenous Pumps. These cost approximately $5,000/each. We need 3 – 1 for each group of 10 to use during the skills course. This will benefit all levels of nursing education students.

The SON looks forward to the addition of a Simulation Laboratory. The cost of this project is $350,000.00. The budget can be found in the SON in a binder compiled the “Build-A-Lab” Division of the Laerdal Corporation. This company specializes in skills laboratories and supplies for nursing schools and health care facilities with continuing education needs. The plan is to raise the dollars with private fundraisers, phone-a-thons to alumni and others.

There will be 2 major learning bays – ICU and Obstetrics – that will cost approximately $100,000 each. There will be 6 other learning bays costing $7,500.00 each. The additional money will be used to purchase the software and additional hardware and construction required to build out the existing footprint in Sorrells, Room 213. Supporting departments are Information Technology and the Office of Advancement. The Department of Information Technology has been working collaboratively with the SON for 1 year developing a technology plan to facilitate the appropriate installation of the lab. The Office of
Advancement has agreed to help with fundraising. The Dean is investigating appropriate grants.

The strategic plan for nursing outlines our plan for all of our programs very well. It can be accessed at http://www.uamont.edu/pdf/UAM%20Strategic%20Plan.pdf
VIII. INSTITUTIONAL REVIEW TEAM

List the names/departments of the self-study committee chair and committee members.

This document is a result of the cooperative effort of the entire School of Nursing faculty, UAM Administration and Executive Council. All UAM Nursing School faculty have taught and continue to guest lecture for the AASN Program.

Chairpersons: Leia O’Fallon, Program Coordinator/ Associate Professor of Nursing
Pamela D. Gouner, Dean\ Assistant Professor of Nursing
1. Name and address of the University

University of Arkansas at Monticello

P.O. Box 3606

Monticello, AR 71656

2. General location

Southeast Arkansas is the general area UAM serves as an institution of higher learning. Monticello is the county seat for Drew County and has a population of 9,270; per capita income is $ 16,113 for Monticello residents. The population of Drew County is 18,670 with a per capita income of $16,264. Monticello is 100 miles from Little Rock and 50 miles from the Louisiana border.

3. Name, credentials and title of the chief executive officer

Jack Lassiter, Ed.D. Chancellor

4. Name of regional/institutional accrediting body and status

North Central Association of Colleges and Schools (NCACS) –


5. Name and address of the nursing unit

University of Arkansas at Monticello

School of Nursing

Sorrells Hall
P.O. Box 3606
Monticello, AR 71656

6. Carnegie Classification: Master’s S: Master’s Colleges and Universities (smaller programs)

7. Name, credentials and title of the nurse administrator of the nursing unit

Pamela D. Gouner, MSN, M.Ed., RN, Chair

8. Telephone, fax number and e-mail address of nurse administrator

870-460-1069 - Telephone
870-460-1969 - Fax
gouner@uamont.edu

9. Name of State Board of Nursing and approval status

Arkansas State Board of Nursing

Continued Full Approval of the AASN Program awarded on May 15, 2008 for 5 years.

10. NLNAC Accreditation Status for BSN Programs only

1997 - Initial accreditation - five years
2002 - Full Accreditation - eight years

11. Year the Associate of Applied Science in Nursing program established:

AASN 2000

12. Total number of nurse faculty members for Fall semester 2009

<table>
<thead>
<tr>
<th>Tenure</th>
<th>Full Time</th>
<th>5</th>
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<tbody>
<tr>
<td>Tenure Track</td>
<td>Full Time</td>
<td>4</td>
</tr>
<tr>
<td>Non-Tenure Track</td>
<td>Full Time</td>
<td>0</td>
</tr>
</tbody>
</table>
13. Total student enrollment (all declared nursing majors) as of fall 2009

<table>
<thead>
<tr>
<th>Classification</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Freshmen</td>
<td>11</td>
</tr>
<tr>
<td>Freshmen</td>
<td>165</td>
</tr>
<tr>
<td>Sophomore</td>
<td>71</td>
</tr>
<tr>
<td>Junior</td>
<td>50</td>
</tr>
<tr>
<td>Senior</td>
<td>69</td>
</tr>
<tr>
<td>Post-Baccalaureate</td>
<td>4</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>370</strong></td>
</tr>
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14. Actual AASN student enrollment (in upper division nursing) as of October 2009

<table>
<thead>
<tr>
<th>Classification</th>
<th>Students</th>
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<tbody>
<tr>
<td>08-09</td>
<td>16</td>
</tr>
<tr>
<td>09-10</td>
<td>17</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>33</strong></td>
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HISTORY OF THE NURSING EDUCATION UNIT

UAM School of Nursing

The first nursing program at Arkansas A&M (now the University of Arkansas at Monticello) was opened in 1969. It conferred the Associate Degree in Nursing (ADN), the purpose of which was to educate nurses to function primarily in structured settings such as acute care hospitals and long-term care facilities. In an effort to broaden the scope of preparation for the graduates, the ADN was replaced with the Bachelor of Science in Nursing degree (BSN) program in 1992. This degree prepares students to pursue graduate study, to deliver comprehensive nursing care in diverse settings, and to collaborate effectively in regard to health and social issues. The Associate of Applied Science in Nursing (AASN) program was established in 2000 in an effort to supply the area with an option for the Licensed Practical Nurse (LPN) to progress up the career ladder and achieve the status of Registered Nurse (RN). Most students entering the BSN program meet the requirements for an Associate of Arts degree (AA) in General Studies.

Over the past 25 years (1983 to present) the UAM School of Nursing has graduated 404 BSN, 87 AASN, and 267 ADN students; 200 have also received the AASN degree.

Graduates of the UAM School of Nursing have a notably high pass rate on NCLEX-RN (Registered Nurse licensing exam) – The AASN program has sustained a 100 % pass rate in the last three years, far exceeding the state and national averages. 95-98% of UAM AASN graduates stay in the area after graduation.
STANDARDS 1-5
STANDARD 1: MISSION AND ADMINISTRATIVE CAPACITY

The nursing education unit’s mission reflects the governing organization’s core values and is congruent with its strategic goals and objectives. The governing organization and program have administrative capacity resulting in effective delivery of the nursing program and achievement of identified outcomes.

Standard 1.1
The Mission/Philosophy and Outcomes of the Nursing Education Unit Are Congruent With Those of the Governing Organization

The mission and philosophy of the School of Nursing (SON) is congruent with that of the University of Arkansas at Monticello (UAM). Both missions and philosophies are found below.

The UAM Strategic Plan (http://www.uamont.edu/pdf/UAM%20Strategic%20Plan.pdf) was established July 1, 2006. This document operationalizes the Mission and Philosophy of the University and the Mission and Philosophy of the SON. Adherence with Standard I of the NLNAC Self Study (Mission and Governance) is clearly reflected through this document. The comprehensive Strategic Plan focuses on three areas: resources, academics and quality of life. Congruency between the SON and the University is evident through references which include but are not limited to the UAM Catalog, UAM Strategic Plan, SON Faculty Handbook and the SON Student Handbook. Charts, URLs and narrative explanations are available throughout this section.

Mission and philosophy statements.

UAM Mission Statement

The mission the University of Arkansas at Monticello shares with all universities is the commitment to search for truth and understanding through scholastic endeavor. The University seeks to enhance and share knowledge, to preserve and promote the intellectual content of
society, and to educate people for critical thought. The University provides learning experiences that enable students to synthesize knowledge, communicate effectively, use knowledge and technology with intelligence and responsibility, and act creatively within their own and other cultures.

The University strives for excellence in all its endeavors. Educational opportunities encompass the liberal arts, basic and applied sciences, selected professions, and vocational/technical preparation. These opportunities are founded in a strong program of general education and are fulfilled through contemporary disciplinary curricula, certification programs, and vocational/technical education or workforce training. The University assures opportunities in higher education for both traditional and non-traditional students and strives to provide an environment that fosters individual achievement and personal development.

The University of Arkansas at Monticello seeks to fulfill its mission by:

1. Offering quality educational opportunities in the form of master’s, baccalaureate, and associate degree preparation, as well as certification in a variety of vocational/technical programs, or workforce training;
2. Offering a well-rounded program of general education designed to broaden and enrich students’ awareness of the world around them;
3. Providing contemporary curricula which prepare students for careers in selected fields, for personal development, and for meeting societal needs;
4. Strengthening students’ capabilities as thoughtful contributors to society by encouraging them to take personal responsibility and seeking the benefits of life-long learning;
5. Providing support programs which increase the probability of success for those students needing additional academic preparation to meet college standards;

6. Assisting students in developing interpersonal skills needed by responsible and productive members of society;

7. Providing viable programs of public service, continuing education in selected areas, and cooperative programs with other educational institutions;

8. Promoting research programs which strengthen the institution and contribute new information to the existing body of knowledge and the extension of knowledge to serve the public;

9. Providing cultural and aesthetic experiences that will serve to enhance appreciation of the arts;

10. Maintaining regional and national recognition of the institution and its academic and technical programs by continuing to meet the standards of accrediting bodies, available but yet to be achieved; and


_School of Nursing Mission Statement._

The overall mission of the School of Nursing is to strive for excellence in the preparation of technical (Associate of Applied Science in Nursing Degree) and professional (Bachelor of Science in Nursing Degree) nurse generalists. This mission is accomplished through the following goals:
1. The preparation of professional nurse graduates to provide nursing care for individuals, families, and communities within a variety of health care settings;

2. The preparation of technical nurse graduates to provide nursing care for individuals, families, and communities in structured settings;

3. The encouragement of critical thinking to guide technical or professional therapeutic nursing interventions which promote, maintain, and restore health; and


**Philosophy of the School of Nursing**

The faculty of the School of Nursing hold the following beliefs about the major concepts of person, environment, health, professional nursing and professional nursing education.

**Person**

Person is viewed as an individual, a family, and/or a community and as a holistic adaptive system in constant interaction with an increasingly interconnected global environment. This interaction creates a complex and developing person who has common and unique needs throughout the lifespan. These needs guide the person to use innate and acquired coping mechanisms in four adaptive modes to produce responses which promote goal adaptation and need integrity.

**Environment**
Environment includes all internal and external stimuli that affect development and responses. Environmental stimuli influence the person to produce responses that promote goal adaptation and need integrity.

**Health**

Health is a process of being and becoming an integrated holistic person by continuously adapting to change. Adaptive responses enhance goal adaptation and need integrity and, thus, promote, maintain, and restore health. Health is viewed as a continuum throughout the lifespan that is influenced by a person’s risk reduction behaviors and adaptive responses which promote goal adaptation and need integrity. Persons unable to successfully adapt have ineffective responses and are considered ill.

**Professional Nursing**

Professional nursing is an art and a science. Caring and value-based beliefs are integral to professional nursing. The goal of nursing is to assist the person to develop risk reduction behaviors and adaptive responses and, thus, promote, maintain, and restore health throughout the lifespan. Critical thinking is used to implement the nursing process in accomplishing the goal of nursing and to apply research findings which improve nursing practice. The professional nurse uses leadership skills in communicating, collaborating, and negotiating with consumers and other members of the health care team in the delivery and promotion of health services. Prepared at the baccalaureate level, the nurse enacts three major roles: provider of care, coordinator of care, and professional.
Professional Nursing Education

Professional nursing education is based upon a liberal arts and science foundation. This foundation forms the basis for the evidence-based practice of professional nursing as a generalist. Baccalaureate education prepares students for entry level professional practice within a variety of settings with culturally diverse populations as well as provides a foundation for graduate study. The process of professional nursing education guides the student in the acquisition of nursing knowledge, skills, attitudes, and values. The teaching/learning process fosters mutual respect and trust, intellectual development, reflection, critical thinking, and lifelong learning.

Availability, location, and accessibility of SON mission, philosophy, goals and objectives.

The BSN program mission and goals are accessible to the general public, students and potential students through the UAM Catalog (hardcopy and online version, p. 132) and at the UAM web site, http://www.uamont.edu/Nursing/Default.htm, the SON Faculty Handbook, and the SON Student Handbook. The online version of the UAM Catalog is found on the UAM homepage at http://www.uamont.edu/. The catalog is free to download and can be acquired on campus in book or CD formats through the Office of Admissions and the UAM Administrative Offices. The UAM Mission statement begins on page 9 while the SON mission and goals begin on p.133. The SON mission, goals and philosophy can also be found in the SON Faculty Handbook (p. 10) and the SON Student Handbook (p. 7). Every SON Faculty member has a copy of the SON Faculty Handbook upon hire. A new one is distributed periodically when revisions are finalized. Every nursing student has a PDF copy of the SON student handbook emailed to them one week prior to the beginning of the course, NURS 2003 Introduction to Nursing Concepts and Roles. All course syllabi objectives reflect the SON mission and goals.
Recruitment postcards with the SON website and other contact information are mailed to prospective students identified either by phone, recruitment sessions at high schools or technical schools in the UAM recruitment area. These postcards are also offered to those being interviewed by the SON Chair or faculty. The website clearly states the mission and goals of the SON (http://www.uamont.edu/Nursing/welcome.htm).

*Consistency of Nursing Mission and Goals with those of the Governing Organization*

The mission of UAM and the School of Nursing are consistent as evidenced by the comparative statements in Table 2.
### Table 2
Comparative Statements from the University’s Mission and the School of Nursing’s Mission and Philosophy. The table illustrates how the Missions and Philosophies are transformed into outcomes through the SON Organizing Framework and the UAM Strategic Plan.

<table>
<thead>
<tr>
<th>Concept</th>
<th>University of Arkansas at Monticello Mission and Goals</th>
<th>School of Nursing Mission and Philosophy</th>
<th>BSN Organizing Framework</th>
<th>UAM SON Strategic Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellence</td>
<td>“The University shares with all Universities the commitment to search for truth and understanding through scholastic endeavor and to strive for excellence in all its endeavors” (UAM Catalog, p. 9).</td>
<td>“The overall mission of the School of Nursing is to strive for excellence in the preparation of professional nurse generalists” (SON Faculty Handbook, p. 10)</td>
<td>“The process of professional nursing education… is best accomplished in an institution of higher learning where the individual has access to varied academic disciplines and changes in behavior can be validated” (SON Faculty Handbook, p. 15; SON Student Handbook, p. 9).</td>
<td>“The overall mission of the School of Nursing is to strive for excellence in the preparation of professional nurse generalists”; “Scope: The faculty of the SON educationally prepares excellent professional and technical nurse generalists who have liberal arts backgrounds that provide the capacity for fully enjoying life and serving as useful citizens” (UAM Strategic Plan, p. 45).</td>
</tr>
<tr>
<td>Critical thinking</td>
<td>“The University seeks to enhance and share knowledge, to preserve and promote the intellectual content of society, and to educate people for critical thought” (UAM Catalog, p. 9).</td>
<td>“The mission is accomplished through the following goals: . . . The encouragement of critical thinking to guide nursing interventions which promote, maintain and restore health”. The nursing profession is enhanced, preserved and promoted when “Critical thinking is used to implement the nursing process in accomplishing the goal of nursing and to apply research findings which improve nursing practice” (SON Faculty Handbook, p. 10).</td>
<td>“Critical thinking is defined as making judgments using a problem solving process that is goal direct, ethical, and based on standards of professional nursing practice” (SON Faculty Handbook, p. 16). “The nursing process requires use of critical thinking to make judgments about the client’s responses based upon the nursing process. The professional nurse enacts three roles; Provider of care, coordinator of care and professional”. Critical thinking is integral to each role. (SON Faculty Handbook, p. 15; SON Student Handbook, p. 10).</td>
<td>Support Goals from Enhancement of Academic Focus: “Improve academic quality standards. Share academic opportunities across units. Provide the latest technology to our students and faculty. Accommodate the diverse needs of students. Promote and conduct research” (UAM Strategic Plan, p. 48).</td>
</tr>
<tr>
<td>Concept</td>
<td>University of Arkansas at Monticello Mission and Goals</td>
<td>School of Nursing Mission and Philosophy</td>
<td>BSN Organizing Framework</td>
<td>UAM SON Strategic Plan</td>
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</table>
| Personal Development                | “The University . . . strives to provide an environment which fosters individual achievement and personal development”. (UAM Catalog, p. 10). | “Professional nursing is an art and a science. The process of professional nursing education guides the student in the acquisition of nursing knowledge, skills, attitudes and values” (SON Faculty Handbook, p. 10). | The concept is achieved as the student develops within the three roles of the professional nurse: Provider of Care, Coordinator of Care and Professional as explained in the SON Faculty Handbook, pp 12-15 | Support Goals from Enhancement of Quality of Life Focus
Accommodate the diverse needs of students.
Develop and implement a comprehensive student retention plan.
Promote healthy lifestyles for students, employees, and communities. (UAM Strategic Plan, p. 49). |
| Liberal Arts as a strong educational foundation | “Educational opportunities are founded in a strong program of general education and are fulfilled through contemporary disciplinary curricula.”
“The University seeks to fulfill its mission by offering a well rounded program of general education designed to broaden and enrich students’ awareness of the world around them”. (UAM Catalog, p. 10). | “Professional nursing education is based upon a liberal arts and science foundation. This foundation forms the basis for the evidence-based practice of professional nursing as a generalist” (SON Faculty Handbook, p. 11). | “The process of professional nursing education is best accomplished in an institution of higher learning where the individual has access to varied academic disciplines and changes in behavior can be validated” (SON Faculty Handbook, p. 15). | The SON provides graduates from four programs of study:
Bachelor of Science in Nursing program.
RN to BSN program.
LPN to RN fast-track program.
LTPN and LPN to BSN matriculation program. (UAM Strategic Plan, p. 45).
Programs are based upon core general education requirements. |
| Commitment to providing a wide variety of learning opportunities | “The University provides learning experiences which enable students to synthesize knowledge, communicate effectively, use knowledge, and technology with intelligence and responsibility, and act creatively within their own and other cultures” (UAM Catalog, p. 9). | “Baccalaureate education prepares students for entry level professional practice within a variety of settings with culturally diverse populations as well as provides a foundation for graduate study”; “The professional nurse uses leadership skills in communicating, collaborating, and negotiating with consumers and other members of the health care team in the delivery and promotion of health services” (SON Faculty Handbook, p. 11) | “Professional nursing education is a process while guides an individual in the acquisition of nursing knowledge, skills, attitudes, values and preparation for professional nursing as a generalist across a variety of settings with culturally diverse populations” (SON Faculty Handbook, p. 15; SON Student Handbook, p. 11) | Support Goals from Enhancement of Academic Focus:
Intermediate-Range Objectives:
#2. “Provide opportunities for nursing students to practice health assessment skills by performing routine physical assessments in various community and health care settings with diverse populations across the lifespan”(UAM Strategic Plan, p. 48). |
<table>
<thead>
<tr>
<th>Concept</th>
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<th>UAM SON Strategic Plan</th>
</tr>
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<tbody>
<tr>
<td>Life Long Learning</td>
<td>“The University seeks to fulfill its mission by: Offering quality educational opportunities in the form of master’s, baccalaureate, and associate degree preparation as well as certification in a variety of vocational/technical programs, or workforce training” (UAM Catalog, p. 9). “The University seeks to fulfill its mission by: . . . Strengthening students’ capabilities as thoughtful contributors to society by encouraging them to take personal responsibility and seek the benefits of life-long learning.”</td>
<td>The overall mission of the SON “is accomplished through the development of accountability through a commitment to professional nursing practice and lifelong learning”. “Baccalaureate education prepares students for entry level professional practice … and provides a foundation for graduate study and lifelong learning” (SON Faculty Handbook, pp. 10-11). “Professional role responsibilities include…(b)lifelong learning through continued personal and professional development to promote excellence in nursing and (c)involvement in community service” (SON Faculty Handbook, p.15; SON Student Handbook, p. 11).</td>
<td>UAM SON Strategic Plan</td>
<td></td>
</tr>
</tbody>
</table>
|                         |                                                        |                                        |                          | The SON provides graduates from four programs of study: Bachelor of Science in Nursing program. RN to BSN program. LPN to RN fast-track program. LTPN and LPN to BSN matriculation program. "(UAM Strategic Plan, p. 45). Support Goals from Enhancement of Academic Focus
To review pre- and co-requisite courses for all SON nursing programs but more specifically the AASN program this year, to determine if it still meets the needs of the students and population of southeast Arkansas. "(UAM Strategic Plan, p. 48). Quality of Life Focus:
#4.To increase the student volunteerism in community agencies for the enhancement of health and wellness of vulnerable populations in Southeast Arkansas.
#5.Refine flexible options developed for attendance and progression through the RN-BSN program” (UAM Strategic Plan, p. 49). |
<table>
<thead>
<tr>
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<th>School of Nursing Mission and Philosophy</th>
<th>BSN Organizing Framework</th>
<th>UAM SON Strategic Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Significance and support of the state and national accreditation standards</td>
<td>“Maintaining regional and national recognition of the institution and its academic and technical programs by continuing to meet the standards of accrediting bodies, and seeking similar recognition of appropriate programs for which accreditation is available but yet to be achieved” (UAM Catalog, p.10).</td>
<td>The School of Nursing believes accreditation standards enhance quality education and, therefore, support and participate in all voluntary regional and national accreditation processes. (UAM Catalog, p.).</td>
<td>“The professional role requires assuming responsibility and accountability for providing holistic care based upon established American Nurses Association (ANA) Standards of Clinical Nursing Practice (2004) and the ANA Code for Nurses with Interpretive Statements (2001)” (SON Faculty Handbook, p.15; SON Student Handbook, p. 11).</td>
<td>Accreditation: The BSN programs have full accreditation of the NLNAC and enjoy full approval by the Arkansas State Board of Nursing. Additionally, all of the degree and certification programs of the University of Arkansas at Monticello are approved by the Higher Learning Commission of the North Central Association of Colleges and Schools” (UAM Strategic Plan, p. 45). Support Goals from Enhancement of Academic Focus: Short Range Goal #2: To maintain requirements for approval status from the Arkansas State Board of Nursing for the AASN and BSN programs and the National League for Nursing Accreditation Commission for the BSN program (UAM Strategic Plan, p. 48).</td>
</tr>
<tr>
<td>Concept</td>
<td>University of Arkansas at Monticello Mission and Goals</td>
<td>School of Nursing Mission and Philosophy</td>
<td>BSN Organizing Framework</td>
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<td>----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Diversity</td>
<td>“The University provides learning experiences which enable students to . . . act creatively within their own and other cultures.” (UAM Catalog, p.9).</td>
<td>“Professional nursing is an art and a science”. “. . . the preparation of graduates to provide nursing care for individuals, families, and communities within a variety of health care settings. . . Baccalaureate education prepares students for entry level professional practice across a variety of settings with culturally diverse populations and provides a foundation for graduate study.” (SON Faculty Handbook, p. 11).</td>
<td>“Based upon assessment date, the nurse designs and implements culturally sensitive care through therapeutic nursing interventions that promote, maintain, and restore health” (SON Faculty Handbook, p.15; SON Student Handbook, p. 10).</td>
<td>“Role: In support of our mission statement, the role is to motivate, facilitate, and evaluate a culturally diverse student population using didactic and clinical learning experiences designed by a well qualified, diverse faculty to best meet the immediate and future needs of the citizens of Southeast Arkansas in addition to state, national, and global populations” (UAM Strategic Plan, p. 45). Support Goals from Enhancement of Quality of Life Focus ((UAM Strategic Plan, p. 49-50).</td>
</tr>
<tr>
<td>Student Support</td>
<td>“The University strives to provide support programs which increase the probability of success for those students needing additional academic preparation to meet college standards” (SON Faculty Handbook, p. 10).</td>
<td>The SON respects the teaching/learning process which fosters mutual respect and trust, intellectual development, reflection, critical thinking, and lifelong learning. “The process of professional nursing education guides the student in the acquisition of nursing knowledge, skills, attitudes, and values” (SON Faculty Handbook, p. 11).</td>
<td>The concept “person” includes the interdependence mode. Two types of relationships are emphasized in this mode: significant others and support systems. When the person’s interdependence needs are met through adaptive responses, affectional adequacy is achieved” (SON Faculty Handbook, p.12).</td>
<td>Support Goals from Enhancement of Quality of Life Focus Accommodate the diverse needs of students. Develop and implement a comprehensive student retention plan. Promote healthy lifestyles for students, employees, and communities. (UAM Strategic Plan, p. 49).</td>
</tr>
</tbody>
</table>
Standard 1.2
The governing organization and nursing education unit ensure representation of students, faculty, and administrators in ongoing governance activities.

The UAM School of Nursing Organizational Chart is found in the School of Nursing Faculty Handbook, Section E.

Faculty, administrator, and student participation in the governance of the organization

The faculty of the School of Nursing at the University of Arkansas-Monticello (UAM) has established policies and procedures that concur with the University’s governance structure and which are consistent with the principles of democracy (UAM Faculty Handbook, p. 1.3). This structure is facilitated through participatory decision-making by students, faculty, and administration. The constitution for the School of Nursing is consistent with, but does not supersede, the policies of UAM and the University of Arkansas Board of Trustees. The faculty expects this constitution to facilitate communication, enhance quality nursing education, and promote collegiality within the School of Nursing. (School of Nursing Faculty Handbook, pp 23-27).

The administrative organization of UAM, the parent institution, is diagramed in Figure 1. The School of Nursing is one of 11 academic units on the UAM campus. These academic units include the School of Arts and Humanities, School of Business, School of Education, School of Forest Resources, School of Mathematical and Natural Sciences, School of Social and Behavioral Sciences, Division of Agriculture, Division of Computer Information Systems, Division of Music, School of Nursing and Division of General Studies. Each academic unit is administered by a unit head who reports directly to the Provost/Vice Chancellor for Academic Affairs. An Academic Council, chaired by the Vice Chancellor for Academic Affairs/Graduate Dean, meets bimonthly and consists of
academic unit heads. This council has executive authority under the Chancellor for the academic area of the campus. Unit heads have responsibility for the leadership and management of their respective academic units (UAM Faculty Handbook, pp. 1.1-1.6). Unit head responsibilities include recruiting and supervising faculty, scheduling classes, overseeing the advising program for majors and minors, maintaining the quality and extent of curriculum, monitoring faculty evaluation and development, and carrying out other duties required by the Chancellor and/or Vice Chancellor for Academic Affairs (UAM Faculty Handbook, p. 1.6).

The School of Nursing’s organization structure is presented in Figure 2. The School of Nursing Faculty Association (hereinafter called the Association) consists of the School of Nursing Chair and all faculty with the rank of instructor or above holding appointments of half-time or more in the School of Nursing. The Association meets as a whole at least once each month during the academic year. An agenda is prepared by the Chair who presides over these meetings. A secretary is elected from the faculty to a one-year term at the beginning of each academic year. The Association’s work is mainly implemented by the action of four standing committees: the Curriculum Committee, the Admissions Committee, the Professional Standards Review Committee, and the Teaching Resources Committee. The School of Nursing Chair appoints the committees’ membership and serves as an ex-officio member of all committees. Task forces and ad hoc committees are created for specific tasks as needs arise. The Association operates by the UAM School of Nursing Constitution (UAM School of Nursing Faculty Handbook, pp. 23-27).
The governing body of UAM is organized according to the UAM Constitution with the Assembly as the ruling legislative body for the development and revision of education policies and programs (UAM Faculty Handbook). A Chairperson, elected from the faculty, presides over the Assembly. The UAM Assembly, composed of faculty and designated staff and students, meets at least twice during the Fall and Spring semesters and on an as-needed basis. The work of the UAM Assembly is conducted in large part by various committees. These committees are formed so greater detail of attention can be given to tasks and other matters before the Assembly. All Assembly committees make recommendations to the Assembly on matters under their consideration. These recommendations are subject to approval by the Assembly. Each full-time faculty member is eligible for membership on UAM committees by appointments, election, recommendation, or by indication of interest in committee appointment.
Table 3  
Nursing Faculty Participation on UAM and School of Nursing Committees

<table>
<thead>
<tr>
<th>FACULTY MEMBER</th>
<th>UNIVERSITY COMMITTEE</th>
<th>YEAR(S)</th>
<th>NURSING COMMITTEE</th>
<th>YEAR(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crow, J.</td>
<td>CASAA General Education Committee; Technology Committee</td>
<td>2008 – present 2009 2006-2008</td>
<td>Admissions Curriculum Faculty Association PSR*</td>
<td>2001 - present</td>
</tr>
<tr>
<td>Denton, C.</td>
<td>Centennial Celebration Committee</td>
<td>2008-2009</td>
<td>Curriculum Chair, Mentor Secretary AASN Curriculum, PSR* Faculty Association</td>
<td>2009-2010</td>
</tr>
<tr>
<td>Evans, L.</td>
<td>Nominated for Institutional Review Board - 2009</td>
<td>2009</td>
<td>Admissions, Secretary Curriculum Faculty Association Teacher Resources</td>
<td>2008- present</td>
</tr>
<tr>
<td>Shaw, A.</td>
<td>Library Animal Use and Care American Democracy</td>
<td>1999-present 2001-present 2005-2009</td>
<td>Faculty Association Teaching Resources, Chair Curriculum, Secretary PSR*</td>
<td>1999-present</td>
</tr>
</tbody>
</table>

*Professional Standards and Review Committee

All faculty members of the UAM General Assembly.
Faculty members in the SON have consistently served on UAM committees and on committees in the School of Nursing as can be seen in Table 3. School of Nursing faculty representation on University and SON committees is considered a part of faculty responsibility and is part of the SON Program Evaluation Plan (PEP; Section 4, p. ) All SON faculty are members of the SON Faculty Association. There is no established policy relevant to the number of committees a faculty must serve on, it is expected that unless teaching or other responsibilities are excessive, faculty will voluntarily serve on committees as the need arises. Appointment to University standing committees occurs in May each year for a term of two years. For the SON to have a voice in University affairs, it is considered essential for faculty to represent the SON on University committees. School of Nursing faculty members have served on the University Committee on Committees, Academic Appeals Committee, Faculty Excellence Award Committee, General Education Committee, Multidisciplinary Child Welfare Committee, Academic Technology Use Committee, Library Committee, Animal Use and Care Committee, Faculty Equity and Grievance Committee, Council on Assessment of Student Academic Achievement (CASAA) Committee, Honors Council Program Review Committee, and Curriculum and Standards Committee (UAM Faculty Handbook, p. A. 6-11

http://www.uamont.edu/AcademicAffairs/Faculty%20Handbook/Faculty%20Handbook.pdf). The School of Nursing has been well represented on University committees with faculty from the School of Nursing serving in a multiplicity of committees. All UAM administrative committee membership guidelines and purposes are listed in the UAM
Students serve on select University committees (UAM Faculty Handbook, p. 11) and the SON’s Curriculum Committee, Teaching Resources Committee, and Admissions Committee. Nursing student committee representatives are elected by their classmates. Each committee has one junior class and one senior class representative who has voting privileges and reports committee activities to or collects information from peers for committee purposes. Faculty and students have consistently participated on University and School of Nursing committees. Table 4 summarizes student involvement on committees.

**Table 4**

<table>
<thead>
<tr>
<th>STUDENT AASN</th>
<th>UAM COMMITTEE</th>
<th>YEAR(S)</th>
<th>NURSING COMMITTEE</th>
<th>YEAR(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holly Alexander</td>
<td>09-10</td>
<td>SNA</td>
<td>09-10</td>
<td></td>
</tr>
<tr>
<td>Lisa Berryman</td>
<td>09-10</td>
<td>SNA</td>
<td>09-10</td>
<td></td>
</tr>
<tr>
<td>Lakeisha Bethley</td>
<td>09-10</td>
<td>SNA</td>
<td>09-10</td>
<td></td>
</tr>
<tr>
<td>Angela Davis</td>
<td>09-10</td>
<td>SNA Curriculum</td>
<td>09-10</td>
<td></td>
</tr>
<tr>
<td>Lori Haen</td>
<td>UAM Assembly</td>
<td>09-10</td>
<td>SNA- class rep.</td>
<td>09-10</td>
</tr>
<tr>
<td>Evan Flowers</td>
<td>09-10</td>
<td>SNA</td>
<td>09-10</td>
<td></td>
</tr>
<tr>
<td>Angie Herring</td>
<td>09-10</td>
<td>SNA Teaching Resource</td>
<td></td>
<td></td>
</tr>
<tr>
<td>STUDENT AASN</td>
<td>UAM COMMITTEE</td>
<td>YEAR(S)</td>
<td>NURSING COMMITTEE</td>
<td>YEAR(S)</td>
</tr>
<tr>
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<td>--------------</td>
<td>---------</td>
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<td>--------</td>
</tr>
<tr>
<td>Courtney Jackson</td>
<td>SNA</td>
<td>09-10</td>
<td>09-10</td>
<td></td>
</tr>
<tr>
<td>Jocelyn Ludgood</td>
<td>SNA Curriculum Committee</td>
<td>09-10</td>
<td>09 -10</td>
<td></td>
</tr>
<tr>
<td>Andrea Marter</td>
<td>SNA</td>
<td>09-10</td>
<td>09-10</td>
<td></td>
</tr>
<tr>
<td>Jessica McGaha</td>
<td>SNA</td>
<td>09-10</td>
<td>09-10</td>
<td></td>
</tr>
<tr>
<td>Sherry Savage</td>
<td>SNA</td>
<td>09-10</td>
<td>09-10</td>
<td></td>
</tr>
<tr>
<td>Sallie Sayger</td>
<td>SNA</td>
<td>09-10</td>
<td>09-10</td>
<td></td>
</tr>
<tr>
<td>Jason Sneed</td>
<td>SNA</td>
<td>09-10</td>
<td>09-10</td>
<td></td>
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</tbody>
</table>

The UAM Faculty Handbook is revised periodically by a designated committee. Each faculty member is provided a copy of the handbook by Academic Affairs upon appointment to a faculty position. The UAM School of Nursing Faculty Handbook is reviewed annually and revised as needed. The last revision was in September of 2009 with input from the entire faculty. The UAM Faculty Handbook and the UAM School of Nursing Faculty Handbook are referenced throughout this document. Many of the references are hyperlinked for the convenience of the program evaluators and hard copies are available in the evidence room for review.

The Student Nursing Association (SNA) teaches students leadership through active participation. Students are supported by SON administration, faculty and the university community in their efforts to participate on campus, local, state and national levels. It is an active, award winning student organization. Most recently, the university helped sponsor an awards reception and has offered to purchase plaques in honor of their achievements.
The Chair, Ms. Gouner completely supports these opportunities and attends all functions. She has been the advisor from 1999-2001 and again from 2005-2009 and has just been elected to serve as the state consultant for Arkansas Nursing Student Association (ANSA). Ms. Christine Felts will assume the position as SNA Advisor. She has been mentored by Ms. Gouner for the past 2 years and will do an excellent job. Ms. Gouner has attended all National Student Nurses Association (NSNA) conventions during her years as their advisor. As part of her mentoring, Ms. Felts accompanied Ms. Gouner to NSNA in TN 2009 to learn how to navigate the convention and assist students during a national convention. The ANSA Convention is attended each year by all senior and junior nursing students. It is considered professional role development. Journal guidelines are distributed prior to convention and this is considered part of their clinical experiences. Participation allows students to become involved in directing the future of the nursing profession and to collaborate with peers from other schools of nursing.

Ms. Gouner accompanied Jeremy Johnson, Misty Burdan, Melissa Nash, and Sara Hannum, 2008 graduates, to Anaheim, CA NSNA Convention in 2008, where they brought home the SON’s first National Award! The UAM SNA won first place, Image of Nursing Award, for the “Aid to AIDS in Africa” project. The NSNA Convention 2009 in Nashville, TN was attended by Jacob James, Jessica Craig, Brooke Thurman, James Kinney and Alan Spears. The group won first place in Legislative Action by participating in a political campaign to implement a ¼ cent tax for maintenance and operations of a local clinical site and Critical Access Hospital. Lauren Brooke Thurman served as
Director, District 4, ANSA during 2008-2009, and was just elected President of ANSA for 2009-2010. Brooke also attended Mid Year Conference in Reno, NV, in 2008.

SNA raised $5,000.00 yearly (2007, 2008, and 2009) to sponsor a “Make A Wish” child from SE Arkansas. Other activities have included the HPV (human papilloma virus) Party on campus, Christmas with children at “ARKids First” in Warren, AR and a coat drive for local children. Their efforts are too numerous to list and are greatly appreciated by the communities they serve.

Carrie Price (Class of 2009), participated as team captain in the American Cancer Society (ACS) Relay for Life (2009). Carrie is the most recent Relay for Life Team Captain. Della Knight lead the group in 2008. This is a campus/community event in which students consistently participate (2002-2009). The 12-hour relay is attended by a team of students who, in addition to participating in the relay, raise SONations for the ACS. Several students also participate annually in the Susan G. Komen Breast Cancer Foundation ARace For The Cure® in Little Rock, Arkansas. Tee shirts are created by the students and sold for the cause!

University of Arkansas at Monticello Family Appreciation Day is held annually and both faculty and nursing students represent the School of Nursing during this event. All nursing students also play an important role in the annual UAM Health Fair by performing blood pressure screenings and offering information about health promotion. They are given clinical credit for this experience.
Standard 1.5
Nursing education unit is administered by a doctorally prepared nurse.

The UAM SON unit head is Pamela D. Gouner. Mrs. Gouner was appointed Interim Chair of the SON in May, 2007 and Chair in February 2008. Mrs. Gouner interviewed for the University of Arkansas for Medical Sciences (UAMS) Doctoral Program in Nursing, Summer 2007 and successfully completed her Doctoral Candidacy Exams (DCE) in January 2010. She is now a PhD Candidate [PhD(c)] pursuing research in affecting stage of change through smoking cessation interventions with generic BSN nursing students.

Ms. Gouner holds an MSN in Nursing Administration from the University of Phoenix Online (2002), a Masters of Education in Wellness and Health Promotion from Northwestern State University in Natchitoches, LA. (1998) and a BSN from the Louisiana State University Health Sciences Center College of Nursing, 1980. She has presently completed all core coursework in the PhD of Nursing Science program at the University of Arkansas for Medical Sciences in Little Rock AR.

Ms. Gouner has worked extensively in the areas of perioperative nursing and school nursing in several states and Germany. Moving with her husband afforded her the opportunity to practice nursing in a variety of cultures and setting. She was a perioperative nurse in Thibodaux, LA, Louisville, KY, and Cheyenne, WY. School nursing became available when she was transferred to Bitburg, Germany. She became the school nurse for the Department of Defense Middle School at Bitburg for 2 years (1998-2000). During this time, Mrs. Gouner organized a School health fair attended by 1500 students (K-12) as well as visitors from the Yaroslavl School District in Yugoslavia.
Ms. Gouner was highlighted and profiled by the University of Arkansas for Medical Sciences Graduate School. Her profile was posted on the UAMS College of Nursing website Fall 2009. A copy of this article can be accessed by the program evaluators in the evidence room along with Ms. Gouner’s curriculum vita and transcripts.

**Standard 1.6**

The nurse administrator has authority and responsibility for development and administration of the nursing program and has adequate time and resources to fulfill the role responsibilities.

The UAM Organizational Chart clearly shows that the SON Chair has the administrative authority to execute the job description “School of Nursing Chair” found in the SON Faculty Handbook, p. 28. Responsibilities of the Chair are outlined below including evidence of performance.

**Table 5**

**Responsibilities of the SON Chair**

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Evidence</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Curriculum Development</td>
<td>Restructure of the RN-BSN Program of Study. Submitted to ASBN and NLNAC as required.</td>
<td>Multiple Curriculum and standards proposals required to achieve this goal are available for viewing in the Evidence room</td>
</tr>
<tr>
<td>Academic Innovations</td>
<td>Distribution of all syllabi and handbooks electronically in PDF format</td>
<td>Decreases cost to student and SON</td>
</tr>
</tbody>
</table>
| Long Range Planning             | 1. Strategic Plan and Review since 2006  
                                | 2. SON Technology Plan  
                                | 3. Simulation Laboratory                                    |
| Collaborative Program Planning  | 1. CPR for Nursing majors- School of Ed  
                                | 2. New Medical Terminology Course – School of Math/Science  
<pre><code>                            | 3. Developed list of elective                                |
</code></pre>
<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Evidence</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsibility Evidence Comments</td>
<td>courses for generic and RN-BSN students – School of Ed and School of Math Science 4. Developed remediation plan for HS graduates desiring Nursing Major with low ACT scores : School of Arts and Humanities &amp; School of Math and Science 5. Cooperatively developed special topics course syllabus in ADA with the Office of Disabilities 6. Simulation Mannequin through College of Technology McGehee – Perkin’s Grant 2008</td>
<td></td>
</tr>
<tr>
<td>Conducting internal reviews and follow up studies</td>
<td>1. Course Surveys, senior surveys and alumni and facility surveys 2. Pilot studies for new Clinical Evaluation Tool and Rubric</td>
<td></td>
</tr>
<tr>
<td>Enforcing Academic Standards</td>
<td>1. Increased the GPA to 2.5 for all General Education courses and 2.5 for all nursing support courses. Nothing lower than a C will be accepted. 2. HESI E2 wording clarified to firmly establish a score of 900 as the lowest acceptable score to complete graduation requirements of the program.</td>
<td>Multiple Curriculum and standards proposals required to achieve this goal are available for viewing in the Evidence room</td>
</tr>
<tr>
<td>Budget Preparation and Management</td>
<td>1. Budget is prepared for presentation spring every year according to UAM policy _____. Faculty are well aware of all line items of the budget and worked cooperatively with the Chair to determine appropriate areas to sustain or decrease to achieve the 2% budget cut required for the 2009-2010 Budget. 2. A new fee schedule, determined by full faculty, is being presented in December 2009 to improve resources.</td>
<td></td>
</tr>
<tr>
<td>Responsibility</td>
<td>Evidence</td>
<td>Comments</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Scheduling Classes</td>
<td>1. Class scheduling for the entire SON per year is required by the office of the registrar no later the middle of each semester.</td>
<td></td>
</tr>
<tr>
<td>Maintaining Student Records</td>
<td>1. Current student records are maintained in a locked work room and filing cabinet. Records are maintained for 3 years. All immunization and health records are removed from the student records upon graduation from the program for the graduate.</td>
<td></td>
</tr>
<tr>
<td>Assisting faculty with Professional Development Activities</td>
<td>1. Faculty are offered time and budgetary assistance for professional development activities in the form of conferences, providing public service activities and attending continuing education conferences as budget and scheduling allows. Ex: Ms. Wells is off campus 1 week/semester for Doctoral work in TN.</td>
<td>1. Student convenience and standardized testing with notebook computers</td>
</tr>
<tr>
<td>Promoting progressive developments within the SON and University</td>
<td>1. Technology Plan to provide wireless computer access throughout Sorrells Hall. 2. Electronic documentation and surveys are being piloted now.</td>
<td></td>
</tr>
</tbody>
</table>
| Developing Required Reports                  | 1. University:  
   a. Annual Report  
   b. Annual Assessment Report  
   c. Faculty Evaluations  
   d. Retention and Recruitment Report  
   e. Program Viability Report  
   f. Summary of Faculty Development  
   g. Strategic Plan Review  
   h. Strategic Plan  
   i. SWOT Self Evaluation  
   2. Nursing  | 1. University reports are due from June 1 – August 1. 2. Nursing Reports are due throughout the year, primarily Summer and Fall. |
### Responsibility Evidence Comments

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Evidence</th>
<th>Comments</th>
</tr>
</thead>
</table>
| a. National    | 1) NLN Annual Report  
2) NLNAC Annual Report  
3) AACN Annual Report | |
| b. State       | 1) ASBN Annual Report | |

**Nurse Administrator Workload**

All academic unit heads are expected to teach six hours a year unless waived by the Provost/Vice Chancellor for Academic Affairs ([UAM Operating Procedures, 420.2](#)). Traditionally, the SON Dean teaches NURS 4473 Nursing Research (Summer I) and NURS 4504 Nursing Leadership and Management in Professional Nursing (Spring). A waiver of the six hours a year was granted for the SON Chair to assist with various activities occurring within the Division such as preparation for program approvals, accreditation and achievement of the PhD degree. Despite this waiver, the Dean has continued to teach several classes about Health Fair display construction and purposes and is responsible for the SON’s participation in the UAM Wellness fair every spring. She also serves on the UAM Wellness committee working to plan and execute the entire event. In addition, she is responsible for all remediation of HESI E2 students who were not successful following 2 attempts. This activity occurs throughout the summer and requires the equivalent of a 1 hour course.
The Dean is involved in administrative and leadership capacities both on the UAM campus and at the state level. Mrs. Gouner is a member of the UAM Academic Council, composed of academic unit heads, which meets bi-monthly to discuss academic issues. Additionally, Mrs. Gouner participates on the Council of Nurse Administrators of Nursing Educational Programs in Arkansas (NANEP) and on the Baccalaureate and Higher Degree Programs Committee of NANEP. This is a state-wide group that serves as an advisory council to the Arkansas State Board of Nursing. Mrs. Gouner is an Ad hoc member of all SON committees and Chairs the School of Nursing Faculty Association as well as the NLNAC Accreditation Committee. She participates on several community advisory boards and delivers recruitment presentations throughout SE Arkansas.

Sufficient time is allotted in the workload for administrative and leadership responsibilities, which are delineated in the job description that is available in the evidence room for program evaluators to review.

**Standard 1.7**
With faculty input, the nurse administrator has the authority to prepare and administer the program budget and advocates for equity among the units of the governing organization.

The budget planning cycle begins in the spring. The faculty are convened to discuss the budgetary mandates of the institution. They work collaboratively to create a budget that meets said mandates. The Chair then takes the suggestions of the faculty and creates documents that are appropriate to share at the budget presentations in March.

**Standard 1.8**
Policies of the nursing education unit are comprehensive, provide for the welfare of faculty and staff, and are consistent with polices of the governing organization; differences are justified by the goals and outcomes of the nursing education unit.
The general policies of the faculty are found in the University of Arkansas-Monticello (UAM) Faculty Handbook. Additional policies specific to the SON are found in the School of Nursing Faculty Handbook. These handbooks are given to each faculty member upon appointment to a faculty position. These policies are accessible, non-discriminatory and consistent with one another. Article I of the SON Faculty Handbook states “The constitution of the School of Nursing is consistent with but does not supersede the policies of the University of Arkansas at Monticello and the University of Arkansas board of Trustees” (SON Faculty Handbook, p. 22). Table 6 reflects the location of UAM=s general faculty policies, and the location of specific School of Nursing faculty policies.

**Table 6**

<table>
<thead>
<tr>
<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>Non-discrimination</td>
<td>pp. 7.1-7.2</td>
<td>These policies are respected and utilized by the SON although not explicitly stated in the handbook.</td>
</tr>
<tr>
<td>Appointment</td>
<td>pp. 30-31</td>
<td></td>
</tr>
<tr>
<td>Academic Rank</td>
<td>p. 30</td>
<td></td>
</tr>
<tr>
<td>Salary &amp; Benefits</td>
<td>p. 55</td>
<td></td>
</tr>
<tr>
<td>Rights &amp; Responsibilities</td>
<td>pp. 61-76</td>
<td></td>
</tr>
<tr>
<td>Grievance Procedures</td>
<td>pp. 42-44</td>
<td></td>
</tr>
<tr>
<td>Evaluations</td>
<td>Appendix C, pp. 95-105</td>
<td>Appendix A &amp; B, pp. 59-63</td>
</tr>
<tr>
<td>Promotion &amp; Tenure</td>
<td>Appendix B, pp. 42, 59, &amp; 90-93</td>
<td>p. 55</td>
</tr>
<tr>
<td>Termination</td>
<td>p. 36-37</td>
<td>Appendix S, p. 56</td>
</tr>
<tr>
<td>SON Constitution, By-Laws, &amp; Policies</td>
<td>N/A</td>
<td>pp. 23-27</td>
</tr>
<tr>
<td>Job Description</td>
<td></td>
<td>pp. 28-33</td>
</tr>
</tbody>
</table>

*Non-discrimination*
UAM, an Equal Opportunity Employer, does not discriminate in employment practices. Employment opportunities are available to all persons, regardless of their economic or social status, and UAM does not discriminate on the basis of race, color, religion, creed, gender, ethnic or national origin, disability, age, or any legally protected class (UAM Faculty Handbook.)

Appointment

The hiring of faculty in each academic area of UAM is the responsibility of the Provost/Vice Chancellor for Academic Affairs. Within the SON, the Division Chair and the faculty screen potential candidates, follow Affirmative Action procedures, and make recommendations to the Provost/Vice Chancellor for Academic Affairs. The Vice Chancellor then forwards a recommendation to the Chancellor. Upon receipt of the Chancellor’s approval, the Division Chair offers positions to prospective faculty contingent upon approval by the Board of Trustees. When a candidate has accepted the offered position, the Division Chair submits this information to the Vice Chancellor for Academic Affairs, who notifies the Chancellor. The candidate’s acceptance is then forwarded to the Board of Trustees for review and final approval. Appointments are made for a specified period of time not to exceed one fiscal year. Non-tenured faculty members do not have a right to a next successive appointment but may be offered a successive appointment after the expiration of a current appointment. Tenured faculty members have a right to a next successive appointment except for the reasons for termination of a tenured appointment outlined in the UAM Faculty Handbook.
**Academic Rank**

Academic rank is considered on the basis of professional experience, quality of teaching, scholarship, and service. Prior to employment, the academic rank is decided upon between the prospective faculty member, the Division Chair, and the Vice Chancellor for Academic Affairs. The final decision rests with the Chancellor of the University who makes the formal recommendation for appointment.

**Salary and Benefits**

Salaries are based on an evaluation of credentials, experience, and budgetary parameters within the academic unit. Benefit options are outlined in the UAM Faculty Handbook, p. 55. Salaries are further discussed in Resources, Standard 5.

**Rights and Responsibilities**

In addition to the rights and responsibilities found in the UAM Faculty Handbook, the School of Nursing Faculty Handbook contains additional guidelines concerning the Faculty Constitution, By-laws and Policies, and job descriptions. Faculty rights and responsibilities regarding the SON are explained in the SON Faculty Handbook, including membership, purposes, policies, procedural guidelines for standing committees, and job descriptions. UAM and the SON function under the premise of shared governance. Consequently, at Division faculty meetings, which occur at least monthly,
all faculty members are provided an opportunity to discuss concerns and express opinions regarding policies and/or procedures. Minutes of the meetings are sent to the Provost/VCAA for his perusal and evidence for university accreditation.

_Grievance Policy_

The SON follows the UAM policies related to the grievance process. When a faculty member’s complaint is not resolved within five working days in the academic unit, after meeting with the Dean, the academic employee has the right to submit the grievance in writing to the Provost/Vice Chancellor for Academic Affairs and the Affirmative Action Officer. An investigation is initiated by the Provost/Vice Chancellor for Academic Affairs or the Affirmative Action Officer, and a decision is issued to the academic employee and the immediate supervisor within ten working days of receipt of the grievance. If the faculty member is not satisfied with the outcome, the faculty member has the right to appeal the decision to the Chancellor. The grievance is forwarded, in writing, along with a copy of the decision rendered within three days. Within five days, the Chancellor asks the Faculty Equity and Grievance Committee to investigate and make a recommendation for a solution. The Committee is to submit, in writing, its recommendation to the Chancellor within ten days. The Chancellor’s decision is then made, in writing, within five days. If the grievance is not satisfactorily resolved, the faculty member may submit the decision and all of the relevant materials to the University President. The President promptly decides the matter and a decision shall be final pursuant to the delegated authority from the Board of Trustees. The decision is forwarded, in writing, to all interested parties (UAM Faculty Handbook, pp. 4.6-4.8
Promotion

Promotion consideration is given to any faculty member who meets the requirements outlined in the UAM promotion policy (UAM Faculty Handbook, pp. 20). Recommendations for promotion originate with the Dean who informs the faculty member being considered for promotion. The faculty member is given an opportunity to submit materials which support his/her competence and performance. Following review by the Dean, a recommendation, along with all relative documents, is forwarded to the Provost/Vice Chancellor for Academic Affairs by December 15. By the first day of the spring semester, the Provost/Vice Chancellor for Academic Affairs forwards the materials to a campus promotion and tenure committee of peers, which is composed of two members selected by the candidate, two members selected by the academic unit head, and a chairman appointed by the Provost/Vice Chancellor for Academic Affairs. Each committee member makes an individual recommendation to the Vice Chancellor for Academic Affairs by January 25. The Provost/Vice Chancellor for Academic Affairs forwards a recommendation to the Chancellor and, at the same time, informs the candidate as to the nature of the recommendation. The Chancellor reviews all materials, recommendations, and supporting documents and forwards a recommendation to the President of the University System and the candidate by February 10. An unfavorable recommendation by the Chancellor may be appealed to the President within five days.
Guidelines regarding promotion are outlined in the UAM Faculty Handbook, and the School of Nursing Faculty Handbook.

**Tenure**

The granting of tenure implies that the individual has successfully completed his/her probationary period and has become a permanent member of the UAM community. The probationary period may not extend beyond seven years. To be eligible for tenure, faculty must be full-time and have a rank of Assistant Professor, Associate Professor, Professor, Distinguished Professor, or University Professor. Decisions regarding tenure are based on the faculty member’s professional performance in the areas of teaching, professional growth and development, including scholarship and service (School of Nursing Faculty Handbook, p. 45). Recommendations for tenure originate with the Division Chair, who informs faculty members in tenure track positions of considerations for tenure. The procedures for evaluation of tenure are the same as that for promotion, except all committee members are tenured faculty members and hold an equivalent or higher rank.

**Termination**

When a faculty member initiates the termination process, a letter of resignation must be submitted to the Division Chair. The Division Chair notifies the Vice Chancellor for Academic Affairs. When termination is originated by UAM, official notification comes from the Office of the Vice Chancellor for Academic Affairs. Policies regarding termination are outlined in the UAM Faculty Handbook, pp. 3.8-3.9 and School of Nursing Faculty Handbook, p. 51.
Policies of the SON, differing from UAM faculty policies are related to the nature of the professional program. School of Nursing faculty must submit evidence of a tuberculosis (TB) screening or a chest x-ray and cardiopulmonary resuscitation (CPR) certification annually to the Division Chair. In addition, the faculty must maintain current nursing license and provide a copies of the licenses to the Division Chair. Proof of TB screening or chest x-ray, CPR and current licenses are maintained in faculty files, located in the Dean’s office. All faculty members have individual copies of the UAM Faculty Handbook and the School of Nursing Faculty Handbook. Faculty policies are readily accessible.

**Standard 1.9**

**Records reflect that program complaints and grievances receive due process and include evidence of resolution.**

The SON has a Professional Standards Review Committee that meets to review student complaints and grievances and those brought against students by faculty. The process was clearly stated in an earlier section. An example included the grievance between the SON and a student with an ADA approved condition. The Chair worked closely with the head of the ADA office on campus to be sure that the student was given every opportunity to meet compliance. Despite these efforts, the student failed the course. Due process through the University ensued and the student was allowed to enter the next semester. Again, despite accommodations for the condition, the student failed.

While examining our literature, it was found that the SON is lacking a process for hearing grievances between faculty that require due process. The SON defers to the
grievance process of the University when grievances are presented.
STANDARD 2: FACULTY AND STAFF

Qualified faculty and staff provide leadership and support necessary to attain the goals and outcomes of the nursing education unit.

The SON includes the chair and eight full-time faculty members whose activities are relevant and appropriate to the achievement of the Division’s mission and goals. This is evidenced by the faculty profile (Table 7). The eight faculty members, the Dean, and one adjunct faculty member are responsible for teaching the nursing courses. Additionally, three other adjunct faculty members assist with clinical teaching. Newly appointed faculty members are appointed to rank (clinical instructor, assistant professor, associate professor, or professor) according to university-generated criteria, which are delineated in the UAM Faculty Handbook, pp. 19-20; which may be found in the evidence room and online at:

http://www.uamont.edu/AcademicAffairs/Faculty%20Handbook/Faculty%20Handbook.pdf.

Clinical instructors are not eligible for tenure and work under the direction of the Course Coordinator. The Clinical Coordinator assigns responsibilities according to student needs and course objectives. The chair notifies the Arkansas State Board of Nursing of faculty appointments and faculty resignations within the SON.

2.1 Faculty members are credentialed with a minimum of a master’s degree with a major in nursing and maintain expertise in their areas of responsibility.

The Dean of the School of Nursing, Ms. Pamela Gouner, MSN, MEd, RN, is in the dissertation phase of the PhD program at the University of Arkansas for Medical Sciences. One faculty member, Dr. Laura Evans, PhD, WHNP-BC, APN, has an earned
PhD. One faculty member with a MNSc, Ms. Belinda Wells, is enrolled in coursework in a DNP program with a projected completion date of May 2010. The remaining full-time faculty members, Mr. James Crow, MNSc, RN, Ms. Charlotte Denton, MSN, RN, Ms. Christine Felts, MS, WHNP-BC, APN, Ms. Leia O’Fallon, MNSc, WHNP-BC, APN, Ms. Anita Shaw, MSN, RN, and Ms. Sharon Walters, MSN, RN, are all prepared at the master’s level (see Table 7). Adjunct faculty Amanda Bickford, BSN, RN is currently pursuing master’s degrees.

2.1.1 **A minimum of 25% of the full-time faculty hold earned doctorates.**

One faculty member, Dr. Laura Evans, PhD, APN, has an earned doctorate. The chair, Ms. Pamela Gouner, MSN, MEd, RN, is enrolled in a PhD program, completed coursework in December 2009, and took the candidacy exam in January 2010. Ms. Belinda Wells, MNSc, RN, is enrolled in coursework in a DNP program with a projected completion date of May 2010. When Ms. Gouner and Ms. Wells complete requirements for their respective degree programs, 33% of the SON faculty (including the chair) will hold earned doctorates. At this time, at least two more faculty members plan to pursue doctorates.
<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>FT</th>
<th>Date of Initial Appointment</th>
<th>Rank</th>
<th>Baccalaureate Degree (Credential)</th>
<th>Institution Granting Degree</th>
<th>Masters/Doctoral Degree(s) &amp; Institution Granting Degree(s)</th>
<th>Areas of Clinical Expertise</th>
<th>Academic Teaching (T) and Other (O) Areas of Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gouner, Pamela</td>
<td>FT</td>
<td>1999 – 2001; Returned for appointment in 2005; Appointed Chair- May 2007; Dean - November 2009</td>
<td>Assistant Professor</td>
<td>BSN</td>
<td>Louisiana State University</td>
<td>Northwestern State University University of Phoenix Online</td>
<td>Medical Surgical nursing; Surgical Nursing; Wellness and Health Promotion; Management</td>
<td>NURS 225V Lecturer; NURS 4505 &amp; 4057 Leadership and Management Prepare student participation and knowledge base for all Wellness Fair exhibits; Plan and deliver Disaster Preparedness Workshops.</td>
</tr>
<tr>
<td>Crow, James</td>
<td>FT</td>
<td>2001</td>
<td>Assistant Professor</td>
<td>BSN</td>
<td>Pacific Union College</td>
<td>MNSc University of Arkansas for Medical Sciences</td>
<td>Adult Acute Care</td>
<td>NURS 3103, 4504 &amp; 4057 Coordinator</td>
</tr>
<tr>
<td>Denton, Charlotte</td>
<td>FT</td>
<td>8/18/1986</td>
<td>Associate Professor</td>
<td>BSN</td>
<td>UAM</td>
<td>NSU, Shreveport, LA</td>
<td>Psych/Mental Health; Med/Surg</td>
<td>NURS 444V; classroom, NURS 452V; Coordinator,</td>
</tr>
<tr>
<td>Faculty Member Name</td>
<td>FT</td>
<td>Date of Initial Appointment</td>
<td>Rank</td>
<td>Baccalaureate Degree (Credential)</td>
<td>Institution Granting Degree</td>
<td>Masters/Doctoral Degree(s) &amp; Institution Granting Degree(s)</td>
<td>Areas of Clinical Expertise</td>
<td>Academic Teaching (T) and Other (O) Areas of Responsibility</td>
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<tr>
<td>Evans, Laura</td>
<td>FT</td>
<td>8/15/2008</td>
<td>Assistant Professor</td>
<td>ADN BSN</td>
<td>UAM St. Joseph’s College</td>
<td>Women’s Health NP Certificate Program-University of Texas Southwest Medical Center PhD University of Arkansas for Medical Sciences</td>
<td>Women’s Health</td>
<td>Curriculum Committee; Faculty Association; Resources Committee; Admissions Committee Secretary, Professional Standards Review committee</td>
</tr>
<tr>
<td>Felts, Christine</td>
<td>FT</td>
<td>8/15/2001</td>
<td>Associate Professor</td>
<td>ADN BSN Deaconnes CON</td>
<td>Women’s Health NP, MS, Texas Women’s University</td>
<td>Women’s Health</td>
<td>NURS 311V Classroom; NURS 444V: Clinical-Women’s Health; NURS 332V: Classroom &amp; Clinical-Med-Surg; NURS 4473 Coordinator; NURS 3333, Coordinator</td>
<td>Teacher Resource Committee Member, Curriculum Committee Member, Faculty Association member, Student Nurses Association, Co-sponsor Professional Standards Review Committee</td>
</tr>
<tr>
<td>O'Fallon, Leia</td>
<td>FT</td>
<td>8/15/2002</td>
<td>Associate Professor</td>
<td>BSN UAM MNSc Advance Nurse Practitioner Certificate University of Arkansas for Medical Science</td>
<td>Women’s Health</td>
<td>NURS 124V, Coordinator &amp; clinical; NURS 225V, Coordinator &amp; clinical</td>
<td>AASN Curriculum Chair, Admissions Committee Professional Standards Review Committee</td>
<td>AASN Curriculum Chair, Admissions Committee Professional Standards Review Committee</td>
</tr>
<tr>
<td>Faculty Member Name</td>
<td>FT/PT</td>
<td>Date of Initial Appointment</td>
<td>Rank</td>
<td>Baccalaureate Degree (Credential)</td>
<td>Institution Granting Degree</td>
<td>Masters/Doctoral Degree(s) &amp; Institution Granting Degree(s)</td>
<td>Areas of Clinical Expertise</td>
<td>Academic Teaching (T) and Other (O) Areas of Responsibility</td>
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<td>Shaw, Anita</td>
<td>FT</td>
<td>8/1999</td>
<td>Associate Professor</td>
<td>BSN</td>
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<td>Community/Family Health</td>
<td>NURS 332V, classroom; NURS 3073, coordinator; NURS 311V &amp; NURS 332V clinical</td>
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<td>BSN</td>
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<td>MSN Delta State University</td>
<td>Adult Health Nursing</td>
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<tr>
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<td>FT</td>
<td>8/2007</td>
<td>Assistant Professor</td>
<td>BSN</td>
<td>UAM</td>
<td>MNSc, UAMS</td>
<td>Pediatrics</td>
<td>NURS 331V, classroom, clinical; NURS 332V, classroom, clinical; NURS 4153, Coordinator</td>
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<tr>
<td>Bickford, Amanda</td>
<td>PT</td>
<td>8/2008</td>
<td>Clinical Instructor</td>
<td>BSN</td>
<td>UAM</td>
<td>Currently enrolled UAMS</td>
<td>Nursing, Pediatrics</td>
<td>NURS 124V clinical instructor; NURS 124V, classroom</td>
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<td>Bryant, Jacque</td>
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<td>Rank</td>
<td>Baccalaureate Degree (Credential)</td>
<td>Institution Granting Degree</td>
<td>Masters/Doctoral Degree(s) &amp; Institution Granting Degree(s)</td>
<td>Areas of Clinical Expertise</td>
<td>Academic Teaching (T) and Other (O) Areas of Responsibility</td>
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<td>8/2006</td>
<td>Clinical Instructor</td>
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<td>Med/Surg</td>
<td>Faculty Association member, Curriculum committee</td>
<td></td>
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</table>
2.1.2 **Rationale is provided for utilization of faculty who do not meet the minimum credential.**

Three adjunct faculty members, Ms. Jacque Bryant, BSN, RN, Mr. Darren Compas, BSN, RN, and Ms. Wendy Ray, BSN, RN, are neither master’s prepared nor pursuing master’s degrees at this time. While it is our goal that all faculty members meet the minimum credential, in our rural area, we have been unable to recruit sufficient master’s prepared clinical faculty to meet our clinical faculty needs.

2.2 **Faculty (full- and part-time) credentials meet governing organization and state requirements.**

Faculty credentials meet the University of Arkansas at Monticello, Arkansas State Board of Nursing, and specialty specific requirements. The chair, Ms. Gouner, and faculty member, Mr. Crow, have graduate degrees with an education focus. Three faculty members, Dr. Evans, Ms. Felts, and Ms. O’Fallon, are board certified women’s health nurse practitioners. Two faculty members have graduate degrees with adult health (Ms. Walters) and adult acute care (Mr. Crow) focuses. Ms. Denton has a graduate degree with a psychiatric/mental health focus. Ms. Shaw’s graduate degree focus was community/family health and Ms. Wells focused on pediatrics in her graduate program. All faculty members maintain their credentials by completing continuing education and attending seminars, conferences, and workshops.
2.3 **Credentials of practice laboratory personnel are commensurate with their level of responsibilities.**

At this time the SON does not employ laboratory personnel, but at such time as the planned simulation lab is furnished, the SON Chair plans to hire a full-time lab faculty/staff member.

2.4 **The number and utilization of faculty (full- and part-time) ensure that program outcomes are achieved.**

In the Fall 2009 semester the faculty/student ratios for classroom ranged from 2:7 to 1:14. The clinical ratios of faculty/student were 1:7 and 1:8. The laboratory ratio was 1:18. These ratios in the clinical setting allow faculty to provide individualized teaching to each student during every clinical experience.

2.5 **Faculty (full- and part-time) performance reflects scholarship and evidence-based practice.**

We will briefly discuss evidence of scholarship and evidence-based practice. For complete details see faculty curriculum vitae. At this writing, Dr. Evans has two published research-based articles, two research-based articles in press, and is writing a manuscript about the use of concept maps for classroom and clinical teaching and a philosophy/theory manuscript about the nursing process. Dr. Evans is currently a peer reviewer for the journal, *Applied Nursing Research*, and has joined the editorial board of *Arkansas Nursing News*. Ms. Denton presented a presentation entitled Buzzed Boomers at the Aging Conference in Hot Springs, AR in October 2009. Ms. Denton has reviewed three textbooks, Ms. Felts has reviewed two, and Ms. Walters has reviewed one textbook in the last few years. Ms. Shaw recently presented a staff development workshop in a
local adult daycare. Ms. O’Fallon presented, along with other nurse leaders, a continuing education workshop at the BSN Sharing Day in Russellville, AR in 2008.

2.6 The number, utilization, and credentials of non-nurse faculty and staff are sufficient to achieve the program goals and outcomes.

The SON has two non-nurse staff, including the Division secretary and a student worker. Ms. Williams, the secretary, has experience in interpersonal relations, maintaining personnel records, accounts payable, accounts receivable, and computer skills, including Microsoft Word, Excel, and Power Point. The student worker, a General Education major, has experience in typing, Microsoft Word, Excel, and Power Point.

2.7 Faculty (full- and part-time) are oriented and mentored in their areas of responsibilities.

Faculty hired to begin in the fall semester attend a general orientation of faculty provided by administration. Faculty members are given the opportunity to ask questions relevant to UAM and SON policies and procedures and benefits of employment. Nursing faculty members are assigned to senior faculty, usually the course coordinator, in which they will be teaching. Faculty members are provided the tools they need (i.e., handbooks) to perform their job functions, as well as additional training (i.e., on advisement; see Faculty Handbook, p. 70 at

http://www.uamont.edu/AcademicAffairs/Faculty%20Handbook/Faculty%20Handbook.pdf.

2.8 Systematic assessment of faculty (full- and part-time) performance demonstrates competencies that are consistent with program goals and outcomes.

All School of Nursing full- and part-time faculty members receive an annual performance evaluation and must demonstrate teaching competencies via peer, student,
and chair review, as well as a review of professional development and competence, service, and scholarship that they have undertaken since the last performance evaluation. Evaluations are utilized to improve faculty job performance, decisions regarding promotion and tenure, and merit salary adjustments. For a complete overview of the evaluation process see the UAM Faculty Handbook, p. 42 in the evidence room or online at:

http://www.uamont.edu/AcademicAffairs/Faculty%20Handbook/Faculty%20Handbook.pdf

2.9 Non-nurse faculty and staff performance is regularly reviewed in accordance with the policies of the governing organization.

Ms. Merry Jo Williams, the unit secretary, receives an annual performance evaluation per University policy. She began employment in August 2008, so she has received one annual performance evaluation. Ms. Williams reviews and reports on the performance of the SON’s student worker to the chair, Ms. Gouner.

2.10 Faculty (full- and part-time) engage in ongoing development and receive support in distance education modalities, including instructional methods and evaluation.

The chair and all full-time faculty members attend annually diverse conferences and conventions as well as a WebCT/Blackboard workshop developed by a UAM Information Technology staff member. Several faculty members have attended additional distance education instructional methods and evaluation such as a Blackboard Training online educational program.
STANDARD 3: STUDENTS

Student policies, development and services support the goals and outcomes of the nursing education unit.

3.1 Student policies of the nursing education unit are congruent with those of the governing organization, publicly accessible, non-discriminatory, and consistently applied; differences are justified by the goals and outcomes of the nursing education unit.

Student policies of the UAM SON are congruent with those of the University. These policies are publicly accessible, non-discriminatory and consistently applied. Student polices are found in the UAM Catalog, SON Student Handbook, and the UAM Student Handbook (Table 8). Due to the inherent nature of the discipline of nursing, some Division policies differ from the University’s policy.

Comparison of UAM and SON Student Policies

Student policies of the nursing unit are congruent with those of the governing organization. However, there are SON policies that differ from the UAM policies. These policies include limited admissions, the grade point average (GPA) for admission, retention and dismissal, required liability insurance, required cardiopulmonary resuscitation (CPR) certification, and health requirements such as tuberculosis (TB) screening.

School of Nursing policies are developed, reviewed, changed and/or modified as needed with full faculty participation. Depending on the nature of the policy, either the Faculty Association or the Curriculum Committee meetings are utilized. If the policy at
Table 8
Location of Student Policies

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<tr>
<td>Non-discrimination</td>
<td>p. 2</td>
<td>p. 27</td>
<td>p. 7</td>
</tr>
<tr>
<td>Selection and Admission</td>
<td>pp. 17-21 &amp; 133-135</td>
<td>pp. 36 &amp; 39</td>
<td>p. 16</td>
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<td>Academic Progression</td>
<td>pp. 58 &amp; 133</td>
<td>pp. 42-43 &amp; 49</td>
<td>pp. 13-14</td>
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<td>Grading</td>
<td>p. 56</td>
<td>p. 49</td>
<td>pp. 19-20</td>
</tr>
<tr>
<td>Retention</td>
<td>p. 43</td>
<td>pp. 28 &amp; 33</td>
<td>p. 24-26</td>
</tr>
<tr>
<td>Withdrawal/Dismissal</td>
<td>p. 56</td>
<td>p. 39</td>
<td>p. 20</td>
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<td>Graduation Requirements</td>
<td>pp. 63-69</td>
<td>p. 30</td>
<td>p. 19</td>
</tr>
<tr>
<td>Validation/Articulation</td>
<td>pp. 134</td>
<td>n/a</td>
<td>n/a</td>
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<tr>
<td>Financial Aid</td>
<td>pp. 27-37</td>
<td>p. 31</td>
<td>p. 27</td>
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<tr>
<td>Transfer of Credit</td>
<td>pp. 59-60, &amp; 135</td>
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<tr>
<td>Recruitment</td>
<td>p. 45</td>
<td>p. 36</td>
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<tr>
<td>Advertisement</td>
<td>p. 49</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Health</td>
<td>p. 42</td>
<td>pp. 33, 35 &amp; 36</td>
<td>p. 93</td>
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</table>
hand concerns students, student representatives from both the junior and senior nursing classes are present and their input is both solicited and appreciated.

Admission into the SON’s Associate of Applied Science in Nursing program is based on such available resources as classroom size, availability of qualified faculty and appropriate clinical facilities in order to maintain the quality of the classroom and clinical instruction. Students are admitted once a year in Summer I. Students who are readmitted are placed into the appropriate semester based on faculty recommendations and space availability (SON Student Handbook, p. 39). Admissions into the program are limited to 20 students per year. Most students are first-generation college students and UAM takes several steps to promote the success of these students and to augment their academic background. Students requiring remediation in math and English are assigned to a block of courses in the first semester, with credit hours limited to 14.

The nursing faculty believes a nursing student must meet average or above-average academic standards in order to practice safe, effective care. Therefore, the SON requires students to achieve at least a 2.50 GPA for admission into the BSN program and a grade of “C” or higher in all courses for progression in the curriculum sequence. UAM policy designates a “D” in a course as the lowest passing grade and requires a GPA of 2.00 or higher in the student’s major. Nursing students are required to successfully complete all Principles nursing courses with a grade of “C” or higher before progressing to the next nursing course.

Students who score 18 or below on the English ACT exam, from 1-41 on the English Asset exam, or from 1-460 on the SAT English exam are required to enroll in
ENGL 0133, Fundamentals of English. Students who score from 1-15 on the math ACT, from 1-35 on the math Asset exam, or from 1-370 on the math SAT exam are required to enroll in MATH 0143, Introduction to Algebra. Scores for nursing majors on ACT from 2006 to 2009 and ASSET 2009 are indicated in Table 9 as group mean scores. Nursing majors are frequently required to enroll in introductory math and English courses during their freshman year before they can take required College Algebra and Freshman Composition courses. Taking the introductory courses in math and English enhance the students’ chances for success in the required college level courses.

Retention is a major focus of UAM and the SON. UAM provides academic support as well as career and personal counseling. These services assist in the retention and development of students. Additionally, UAM offers remedial programs to better prepare students who are academically deficient. Learning Support Services in the Student Services Center provide tutoring for general education and support courses. Gateway is another program that provides tutoring services for first-generation college students. Within the SON, retention is addressed through a policy of identification of high-risk students. A high-risk student is any student enrolled in a nursing course who is in danger of academic failure, NCLEX-RN failure, withdrawal from the nursing program, and/or a student with a grade of less than 74% after two exams or at midterm in any nursing course. When any unit exam is not successfully completed, the student is counseled by the Course Coordinator and a Counseling Record serves as documentation. If the student is unsuccessful on another unit examination, he or she is referred to the Dean for counseling. A student making unsatisfactory progress in a clinical rotation is
also considered high-risk. Each student identified as high-risk is counseled by faculty and is encouraged to seek additional learning experiences. Students are asked to develop with assistance from faculty, and adhere to, a plan for improvement (UAM SON Student Handbook, p. 28). The syllabus for each course indicates specifically how grading percentages are designated for a final course grade. A copy of each syllabus with required learning objectives and assignments, etc., is in the evidence room for program evaluators to review. Table 10 reflects admission and graduation rates but does not account for readmission and transfer students.

A nursing student who discontinues the nursing sequence for any reason, including failing grades, must petition the SON Admission Committee for readmission into the program. Acceptance for readmission is based on space availability and approval of the nursing faculty. The student is asked to write a letter addressing the issues that contributed to failure of the course and how those issues have been dealt with to enhance the chance for success if readmitted. Students accepted for readmission are accountable for changes in degree requirements at the time of readmission. Nursing students are permitted only one readmission into the nursing program.

If a student attending UAM has a cumulative or semester GPA which falls below 2.00, the student will be placed on conditional academic standing. A student remains on conditional standing until both the cumulative and semester GPAs are 2.00 or higher. However, when a student who is on conditional standing has both the cumulative and semester GPAs fall below 2.00, the student may be suspended for one semester for the first suspension and one year for the second and any subsequent academic suspension.
Table 9

Quality of Nursing Students Expressed in ACT or ASSET Scores (N= 106 [2006- n = 37; 2007- n = 31; 2008- n = 48])

<table>
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<th>Exam</th>
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<th>2007</th>
<th>2008</th>
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<td>ASSET MATH</td>
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<table>
<thead>
<tr>
<th>Year Admitted</th>
<th>Number Admitted</th>
<th>Number Graduated</th>
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<tr>
<td>2007</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2008</td>
<td>16</td>
<td>8</td>
</tr>
<tr>
<td>2009</td>
<td>17</td>
<td>to graduate in May, 2010</td>
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</table>

The AASN program was placed on hold in 2006 leaving no graduates for the year 2007. The hold was due to loss of faculty and renovation activities requiring the School of Nursing to move to temporary offices on campus. The status of the program was advertised both times and resumed again in 2007. This was the only break in this program since 2001.
(UAM Student Handbook, p. 13). The student may petition the UAM Academic Appeals Committee for reinstatement.

Associate students must file an official degree audit following completion of 70 to 90 hours. The audit becomes official when it is signed by the student, academic advisor, unit head and the Registrar. Students who do not have a degree audit on file will not be permitted to register for the next semester (UAM Student Handbook, p. 18), thereby, delaying graduation.

The SON adopted the Arkansas Articulation Model for advanced placement of students who hold current Arkansas nursing licensure (LPN/LPTN/RN) and plan to obtain a bachelors degree in nursing. This promotes the educational mobility of licensed nurses. This model encourages advanced placement through escrow of credits and testing in certain circumstances, provided other requirements for admission are met by the applicant. All applicants interested in advanced placement are required to meet with the Dean. The Arkansas Nursing Articulation Model is available at http://www.arsbn.org

Students appealing a grade or other disciplinary action within the SON must first, in writing, request a conference with the instructor of the course in which the grade or disciplinary action is in question. If the matter is not settled to the student’s satisfaction, the student is then required to schedule an appointment with the Course Coordinator. If the problem is not resolved at this meeting, the student is required to meet with the Dean. If the problem is not resolved by the Dean, the student may then appeal to the Professional Standards Review (PSR) Committee. The student is required to submit a written hearing request to the PSR Committee Chair within 72 hours of the meeting with
the Course Coordinator or Dean. The PSR Committee will meet within five days, if there is no previous meeting scheduled (SON Student Handbook, p. 37). If there is a negative outcome, the student then can elect to meet with the Vice Chancellor for Academic Affairs. If problem resolution remains unresolved, the student proceeds with the academic appeals process as outlined in the UAM Catalog, p. 60 and the UAM Student Handbook, pp. 10-12.

Transfer students are welcome at UAM. However, transfer students must be admissible to the University and must meet the minimum academic standing requirements. Grades that are transferred will not affect the student’s GPA, but acceptable college courses are transferred for credit. Regulations affecting transfer of credit are found in the UAM Catalog, p. 59.

UAM and SON faculty are committed to providing educational opportunities to all qualified students, regardless of their economic or social status and students are not discriminated against on the basis of race, color, religion, creed, gender, ethnicity or national origin, disability, age, or any legally protected class. The “open-door” admission policy of the University reflects the philosophy that educational opportunities must be available to all citizens in the area it serves (UAM Catalog, p. 2).

The UAM Admissions Office representatives travel to several area high schools to recruit students. High School Career Day in regional towns such as Stuttgart and Hamburg are examples of places where students are recruited. At the high schools, SON recruitment brochures are given to students who are interested in pursuing nursing as a career. The UAM Admissions Office maintains regular contact with high school
personnel to identify currently enrolled prospective minority students for referrals. The Admissions Office utilizes minority recruitment teams of professional staff and students. UAM also has an active recruitment program with two-year institutions to expand the mobility of minority students between institutions (UAM Affirmative Action Plan, pp. 4-7).

3.2 Students have access to support services that include, but are not limited to: health, counseling, academic advisement and assistance, career placement, and financial aid; the services are administered by qualified individuals.

Availability of Student Services

The University of Arkansas at Monticello (UAM) has a variety of resources and services available to students to assist them with the achievement of their academic and personal goals as well as career success. These services are administered by qualified individuals. Currently, distance education is not offered by the SON.

Dr. Clay Brown is the Vice Chancellor for Student Affairs. Dr. Brown has a Bachelor’s degree in Public Relations-Speech Communications, a Master’s of Education degree and a Doctorate of Philosophy in Higher Educational Administration degree. The primary function of the Office of Student Affairs is to provide information about University policies that affect students, administer the University judicial system and make referrals to campus services. The office serves as a liaison with faculty and other administrative offices on behalf of students (UAM Catalog, p. 39). Unless otherwise indicated, all student services are available Monday through Friday. The offices are open
8:00 A.M. until 4:30 P.M. during the regular academic year. However, after-hours assistance is available upon request.

Health

UAM’s Student Health Program is administered by the Director, Ms. Terri Richardson, R.N. Ms. Richardson has an Associate Degree in Nursing. The UAM School Nurse is available to students during the academic year, August until May, from 8:00 A.M. until 4:30 P.M., Monday through Friday. Her responsibilities include, but are not limited to, giving general health advice, administration of physician-prescribed care, emergency services, and first-aid. Appropriate referrals are made as needed to local health-care agencies. Students are responsible for the procurement of their own personal health insurance. The UAM Student Health Program also features an Exercise Center available for students, staff, and faculty use. This center offers programs to enhance cardiovascular and respiratory function, flexibility, and proper nutrition (UAM Catalog, p. 42 and UAM Student Handbook, p. 93).
Safety

The care and safety of every student is very important at UAM. The University has a Department of Public Safety, which is administered by John Kidwell, Director. Mr. Kidwell has a Bachelor of Arts in Political Science. The goal of this department is to provide a secure, pleasant, and safe environment in which students may pursue their academic goals. An officer is available 24 hours a day, seven days a week. All officers are certified as Police Officers by the State of Arkansas (UAM Catalog, p. 41).

Table 11 reflects the offenses known to law enforcement by Arkansas University within the University of Arkansas System. These statistics were taken from *Crime in the United States*, 2006, 2007 and 2008. As reflected in Table 11, UAM has a very low occurrence of crime on its campus, thereby indicating that students at UAM have a safe environment for the pursuit of their academic goals.

The Emergency Procedures Manual, (EPM) developed to help protect lives and property, provides information to be utilized in the event of an emergency or in preparation for an imminent disaster. General emergency procedures as well as Emergency Administration System team members and positions are included in the EPM. In the event of an actual emergency, an Incident Command Center will be activated by the Chancellor or designee. Student Health Services’ responsibilities include coordinating with all level governmental agencies for emergency medical resources, establishing immediate treatment facilities and triage, coordinating nursing resources and establishing schedules, evacuation locations, and travel (UAM Emergency Procedures
## Table 11

### Offenses Known to Law Enforcement by University Within the University of Arkansas System

<table>
<thead>
<tr>
<th>Year</th>
<th>2006</th>
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<tbody>
<tr>
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<td>UALR</td>
<td>UAMS</td>
<td>UAM</td>
<td>UAPB</td>
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<td>UALR</td>
<td>UAMS</td>
<td>UAM</td>
<td>UAPB</td>
<td>UAF</td>
<td>UALR</td>
<td>UAMS</td>
<td>UAM</td>
<td>UAPB</td>
<td>UAF</td>
<td>UALR</td>
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<td>Student Enrollment</td>
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<td>2,200</td>
<td>3.078</td>
<td>14,322</td>
<td>10,907</td>
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<td>2,183</td>
<td>2,953</td>
<td>15,167</td>
<td>10,968</td>
<td>1,861</td>
<td>2,323</td>
<td>3,040</td>
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</table>

UAF - University of Arkansas-Fayetteville  
UALR - University of Arkansas-Little Rock  
UAMS - University of Arkansas for Medical Sciences-Little Rock  
UAM - University of Arkansas-Monticello  
UAPB - University of Arkansas-Pine Bluff  

n/r - Not reported

**Academic Advisement and Assistance**

Each student is assigned an academic advisor according to their choice of major. Students who have not declared a major are assigned a general studies advisor. When students declare nursing as a major, the Division Chair assigns one of the nursing faculty members as the student’s academic advisor. The Chair may also serve as advisor to students as well as advise students in the absence of the student’s designated faculty advisor. Advisors assist the student with meeting University and SON degree requirements. The advisor provides guidance and counseling with matters such as course sequencing and referral to available University services as needed. The faculty advisor advises the student using the SON course requirement curriculum pattern check-sheet to schedule courses. While the student is completing the prerequisite courses prior to admission into the nursing program, the check-sheet is kept current in each student’s file by the advisor (SON Faculty Handbook, p. 48). Student files are kept in locked file cabinets in the SON Office to maintain student confidentiality.

Transfer students initially meet with the Dean. Then, either the Dean or the faculty member assigned as the student’s advisor completes a course substitution and/or course equivalency form appropriate to the student’s previous course work (SON Faculty Handbook, p. 49 and Appendix F). More transfer information can be obtained on the nursing website under FAQs regarding Transfer students http://www.uamont.edu/Nursing/pdf/FAQs.pdf
7. I am transferring from another school in Arkansas. Will my coursework transfer?
   a. The best way to determine transferability from school to school in Arkansas is by using the Arkansas Course Transfer System (ACTS) through the Arkansas Department of Higher Education website. If it is still unclear, course descriptions from those institutions must be presented to the Dean and the Admissions Committee and will be determined on a case by case basis.

8. I want to transfer to UAM Nursing from another nursing program. Is that possible?
   a. It is possible. This process requires bringing course descriptions from your current nursing school to determine where you may “fit” into our nursing courses. UAM Nursing uses an “integrated” curricular model in which nursing concepts are taught across the lifespan during each Concepts of Nursing Care course. Therefore, these decisions are determined on a case by case basis.
   b. All faculty are included in the evaluation and placement of transfer students in the nursing sequence and make recommendations regarding transfer of nursing credit to the Dean. Standardized testing and validation of skills may be required based on the evaluation of the transcript.

Students in the nursing program identified as academically at high-risk are those students having less than a 74% grade average after two exams or at midterm in any nursing course or making unsatisfactory clinical progress. Students are counseled and asked to identify perceived influencing factors and are assisted to identify strategies for improvement. The advisor may refer the student to the appropriate campus resources such as the Counseling and Testing Center (SON Faculty Handbook, p. 47).

Additionally, the SON has an array of technological resources such as computers with a multitude of software and internet access to assist students in the achievement of their academic goals.

Dr. Clay Brown is the Vice Chancellor for Student Affairs and University Relations. The University Student Services Center provides a variety of services such as career services, learning support services and residence life to promote students’ educational growth.

*Counseling*
UAM’s Counseling and Testing Services is directed by Ms. Laura Hughes. Counseling services include assisting students to deal with personal relationships and situational problems as well as improving self-understanding. Issues addressed include, but are not limited, to coping skills, family and other relationship concerns, management of stress, decision-making, and adjusting to college life. Each semester, seminars, presentations and workshops are conducted on such topics as stress- and time-management, relationship issues and conflict resolution. Students are assured confidentiality in all matters except in the case of an emergency such as threat to others or harm to self. Appointments can be made in person from 8:00 a.m. to 4:30 p.m. Drop-in counseling is generally available to accommodate students in crisis or emergency situations (UAM Catalog p. 40).

Peer tutoring is also available for several of the general education courses as well as for specific support courses. This tutoring service is provided free of charge to students. The SON provides instruction to all junior students regarding effective study habits and test-taking strategies when they enter NURS 2003 Introduction to Nursing.

Gateway

The UAM Gateway Student Support Services program is federally-funded. This program is directed by Ms. Tawana Green who has a Master’s of Science in Instructional Technology. The comprehensive services this program offers are designed to assist students to make the most of their college experience. Services offered include personal and career counseling, academic advising, financial aid, individual and group tutoring, specialized classes, workshops and cultural enrichment.
The Gateway program serves 160 students at no charge. Student eligibility criteria for this program include being a first-generation college student, family income meeting federal guidelines, and having a documented physical or learning disability.

**Special Student Services**

Ms. Mary Whiting is the Director of Special Student Services and is the University’s Human Relations Officer. Ms. Whiting has a Master’s of Science degree in Human Resource Management. UAM students who have disabilities are ensured the same rights and services as other students (UAM Catalog, p. 43).

**Writing Center**

UAM provides a Writing Center directed by Ms. Diane Payne who has a Master’s of Fine Art’s degree in Creative Writing. Students who are identified as needing assistance with writing skills are referred to the Writing Center. However, any University student may request assistance at the Writing Center. The Writing Center is open from 8:00 A.M. until 4:00 P.M. with the exception of Friday, when it closes at 2:00 P.M. However, after hours assistance is available upon request.

**Career Placement**

UAM students have a variety of career counseling services available to them through the Office of Career Services which is administered by Ms. Laura Hughes, Director. Ms. Hughes holds a Bachelor’s of Social Work degree and a Master’s of Education degree. The Office of Career Services is located in Harris Hall.

In order for students to make informed choices regarding an academic major, freshman and sophomores are assisted with values clarification and career assessment and are provided occupational data. For junior students to have a better understanding of
the relationship skills required in the broader work world, they are provided with opportunities for experiential learning such as internships. Career Services helps prepare graduating seniors to be successful candidates by assisting in the translation of academic and co-curricular experiences into successful job campaigns or graduate school applications (UAM Student Handbook, p. 39).

Some specific resources offered by the Center include career development workshops, mock interviews, DISCOVER (the computerized career exploration program), employment listings, career library, career interest inventories, resume and cover letter writing, and individualized career counseling. The Career Center has available to students various publications related to corporate companies, graduate schools, employer directories and self-help books to assist the student with his/her job search. The administration, faculty, and staff at UAM want students to be successful, not only in their academic achievement, but also with their career choices. Career planning and job searches are considered an important part of the educational services provided by UAM to assist students with tools needed to achieve their goals.

In the SON, job listings are posted on bulletin boards for student perusal. Students are often asked to apply for nursing positions at the clinical agencies where they obtain clinical experiences. As part of the course requirements for NURS 4504 Leadership and Management in Professional Nursing, students prepare a resume. The Dean and/or faculty may be asked to recommend individual students for a position before or after graduation. Additionally, an annual Job Fair is sponsored by the SON and is held each fall in the University Center Capitol Room. Prospective employers from the region are invited to attend. Each facility sends representatives to provide the students
information about the facility, position openings, new graduate orientation, salary and fringe benefits.

Financial Aid

There is a variety of financial assistance programs available to UAM students (UAM Catalog, pp. 26-37). There are four categories of financial aid for students including grants, loans, part-time employment, and scholarships. The initial type of aid awarded after student eligibility is established, is through grants such as the Federal Pell Grant, the Federal Supplemental Educational Opportunity Grant, and the Arkansas State Student Assistance Grant. Federal College Work-Study and Institutional Work-Study programs are available to students who need to supplement their income with part-time work. A work-study student is employed part-time in the SON to assist with secretarial duties. Low-interest loans are available to UAM students as well. These loans include the Federal Perkins Loan Program and the Federal Stafford Loan Program. Parents of students may make use of the Federal Plus Loan Program.

UAM offers a variety of scholarships, including institutional, athletic, departmental and privately funded awards. Out-of-state tuition waiver is also available for students of the regional states of Louisiana, Mississippi, Missouri, Oklahoma, Tennessee and Texas.

Students are encouraged to make application for aid to the funding program(s) which are appropriate for them. Students are awarded financial assistance based on need and, in some instances, maintaining eligibility requirements for a particular program (UAM Catalog, pp. 26-37). The Office of Financial Aid, where students or parents of
students may seek financial assistance, is located on the second floor of Harris Hall on
the UAM campus.

Ten scholarships, awarded annually, are specific to nursing students. These
scholarships include the Beard Nursing Scholarship, the Iris Sullivan-Hipp Scholarship,
the Dr. Van C. Binns Memorial Scholarship, the Anne Wilson Scholarship, the Verna
Hobson Cahoon, Elizabeth Coleman Cochran, and Cornelia Coleman Wright
Scholarship, the Chair of the Division Scholarship, the Anthony T. and Faye Chandler
Scholarship, the Henry Hearnsberger, Sr. Nursing Scholarship, the Virginia M. Ryan
Jones Memorial Nursing Scholarship and the Harry H. Stevens Nursing Scholarship
(UAM Catalog, p. 36). Handbook, p. 15). Nursing students are made aware of these
scholarships in the first nursing class, NURS 2003 Introduction to Nursing Concepts and
Roles. This introductory course is the first nursing class and is taught in the summer
prior to the junior year of nursing. Students are referred to Ms. Susan Brewer, the
Director of the UAM Financial Aid Office, for other financial aid-related questions.

Additional Services

UAM administration and faculty believe recreation and the co-curricular
experience are very important aspects in the development of both residential and
commuter students. Therefore, the University’s Intramural and Recreation Program
provides a variety of individual and team competitive sports and special events. Good
sportsmanship, cooperation, and physical fitness are encouraged by intramurals. Ms.
Julie Gentry is the Director of Intramurals and Recreation. She has a Master’s in
Education degree (UAM Catalog, p. 41).
UAM also provides a variety of activities, programs and more than sixty student organizations. Ms. Mindy Holcomb is the Director of Student Programs and Activities Office. Ms. Holcomb has a Bachelor of Science in Health and Physical Education degree. The UAM Student Government Association (SGA) and the Student Activities Board (SAB) participate in planning and coordinating many of the student activities as well. The various activities, programs, and student organizations allow students the opportunity to gain knowledge relevant to life skills attainment, group participation, experiencing various cultures that lead to maturation and preparation for making meaningful contributions to self and society (UAM Catalog, p. 43).

Additionally, the University administrators and faculty believe life experiences, especially for those students living on-campus, are integrated with the total educational program. Students’ overall personal growth and academic performance can be influenced by experiences in their place of residence. UAM faculty and staff strive to meet the diverse needs of students through residence hall government and educational workshop participation as well as other campus activities. The UAM Residence Halls and Apartments provide students access to high-speed internet connections to expedite learning and communication. The Director of Residence Life position is currently vacant and open for applications.

3.3 Student educational and financial records are in compliance with the policies of the governing organization and state and federal guidelines.

UAM has policies in place regarding the maintenance of educational and financial records. The University Registrar’s office maintains students’ academic records (UAM Catalog, p. 14). Therefore, students have the assurance their records will be kept confidential. In addition, students have a right to access personal records and may
challenge the content of records according to UAM’s system-wide policy. UAM’s personal record policy is in compliance with requirements of the Family Educational Rights and Privacy Act of 1974 as amended by the Buckley Amendment. The student’s written consent is required prior to disclosure of personally identifiable information from his/her education records (UAM Faculty Handbook, p. 70, and Appendix E). Instructors maintain grade books for three years. Student academic records are kept indefinitely (UAM Faculty Handbook, p. 68).

UAM’s Alumni Affairs Office maintains computerized alumni data file records. These records are used to assist the UAM Foundation Fund in solicitation activities and the Alumni Affairs Office in the development of programs and activities and also for the maintenance of communication between the University and the alumni (UAM Operating Procedures Manual, 910.1).

The SON maintains the records of active students, those students who are currently enrolled in the program, and inactive students, those who are in the process of taking prerequisites for admission into the program. These student records are kept in the SON office, room 110. Records are also kept for prospective applicants to the nursing program. These records are kept in locked file cabinets. When students complete the program and graduate, their files are stored in the workroom for three years. After that time the records are destroyed.

UAM maintains student financial records. UAM’s Financial Aid Office maintains student financial aid records in accordance with Federal regulations for the required three years or longer on paper and in the imaging system. This Office follows the “Blue Book” Record Retention Requirements for federally-funded programs. Mr. Jay
Jones is the Vice Chancellor for Finance and Administration. Mr. Jones has a Bachelor of Business Administration degree. Ms. Susan Brewer, Director of Student Financial Aid, oversees financial records. Ms. Brewer has a Bachelor of Science in accounting degree.

3.4 Compliance with Higher Education Reauthorization Act Title IV eligibility and certification requirements is maintained

UAM participates in most Federal and State aid programs available to students. A variety of financial aid packages is available to University students, including Title IV aid programs. The University is audited annually by the Division of Legislative Audits to ensure compliance with Title IV requirements. UAM is in compliance with Higher Education Reauthorization Act Title IV eligibility and certification requirements.
3.4.1 A written, comprehensive student loan repayment program addressing student loan information, counseling, monitoring, and cooperation with lenders is available.

The Financial Aid Office provides a Loan Information Sheet to all students making application for a loan. Each year when students receive their award letter they are referred to http://mappingyourfuture.org for information regarding their responsibilities related to repayment of student loans. Upon graduation or separation from the University, students receiving loans are provided with exit packets with information regarding repayment of their loans.

3.4.2 Students are informed of their ethical responsibilities regarding financial assistance

Students are given information with their award letter which details their responsibilities regarding the receipt of Financial Aid. Students are referred to: http://mappingyourfuture.org for more information relevant to ethical and legal responsibilities related to repayment of loans.

UAM’s Financial Aid Office currently employs five full-time officers and three student workers. The Financial Aid Office is located on the third floor of Harris Hall and is open from 8:00 A.M.-4:30 P.M., Monday –Friday.

3.6 Changes in policies, procedures and program information are clearly and consistently communicated to students in a timely manner.

Information about the UAM SON is made available to the general public, prospective students, current students, employees, and other interested parties. Further, the information is current, accurate, clear, and consistent. Advertising, recruitment, admission materials, and course syllabi clearly and accurately represent the program and career opportunities. The Office of Media Services serves as the official liaison with the
news media and general public. The Office of Media Services collaborates with the SON to issue all news releases, feature articles and photographs. This office also produces all publications and brochures for the SON (UAM Catalog, p. 49). Examples of media publications are in the evidence room for program evaluators to review.

The SON program information is found in the UAM Catalog, (pp. 132-137), and on the UAM SON web site at http://www.uamont.edu/~nursing/index.html. Information in the UAM Catalog is updated every two years. The SON faculty and student handbooks, which contain additional information, are reviewed and updated annually. The SON web site is reviewed and updated on an ongoing basis.

All SON documents and publications accurately state the mission, philosophy, and goals of the program. The UAM Catalog reflects the required tuition, fees, major requirements, and length of the program. The location of policies related to admission requirements, satisfactory academic progression standards, graduation requirements, academic calendar, course descriptions, grading policies, and tuition and fees are reflected in Table 12. There is a variety of services available to help students prepare for academic and career success. An overview of University Relations offices and Student Affairs offices and the services they provide are easily accessible to students and the general public. Additionally, these and many other services are also mentioned with Criterion 10 (UAM Catalog, pp. 39-44).
### Table 12

**Location of Policies**

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<tr>
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<td>p. 11</td>
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<td>pp. 58-59</td>
<td>p. 49</td>
<td>pp. 31-32</td>
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<td>Graduation Requirements</td>
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<td>p. 14</td>
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<td>Course Descriptions</td>
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<td>Grading Policies</td>
<td>pp. 51</td>
<td>p. 49</td>
<td>p. 14</td>
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<td>Tuition and Fees</td>
<td>pp. 22-24</td>
<td>p. 29</td>
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<td>Length of Program</td>
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Comparative information regarding tuition for other universities within the University of Arkansas System are reflected in Table 13. Prospective students interested in admission into the SON are provided with an application and information packet including the admission requirements and process for admission. The UAM Admissions Office, SON faculty and Chair, and Financial Aid personnel are available to answer questions for enrolled and prospective students.
Table 13

Comparison of Tuition and Fees Per Semester *

<table>
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<th>Campus</th>
<th>2007-2008</th>
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<td>University of Arkansas-Monticello</td>
<td>$2150.00</td>
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<td>University of Arkansas for Medical Sciences-Little Rock</td>
<td>$2425.38</td>
<td>$2567.00</td>
<td>$2839.00</td>
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</table>

* (Tuition and fees are based on 15 semester hours of credit)

Each nursing major is assigned a faculty advisor within the SON. Students are encouraged to meet with their advisors at least once each semester and as needed.

Faculty members maintain posted office hours for appointments to meet with students (UAM SON Faculty Handbook, p. 55). Nursing faculty members advise upper division nursing students regarding application procedures and requirements to take the NCLEX-RN (UAM Catalog, p. 135-136, and UAM SON Student Handbook, pp. 30 & 40.)

Policies regarding high risk students in danger of failing the NCLEX-RN are found in the UAM SON Student Handbook, (pp. 28 & 30).

The SON hosts an annual Job Fair each fall semester to provide prospective employers an opportunity to recruit students for employment. Approximately 17 agencies from Arkansas, Louisiana, and Mississippi attend the event. The Division faculty and UAM staff also participate in off-campus recruitment visits to area schools throughout the year.

All nursing students are required to care for clients with a variety of diagnoses, including blood borne illnesses, which may place the student and faculty at risk for
exposure to infectious disease. Compliance with the standards of infection control, as they apply to professional conduct, is the responsibility of both faculty and students. The SON faculty has adopted the Centers for Disease Control and Prevention infection control guidelines known as Standard Precautions to assist students and faculty to practice safely in the clinical area and to maintain the safety of clients. If exposed to blood or body fluids while in the clinical facility, the faculty or student follows the procedure for exposure outlined by the health care facility. Faculty and students in the SON must also meet agency health requirements. Current health care provider CPR certification and verification of a tuberculin (TB) skin test or chest x-ray result must be on file in the SON prior to the beginning of the clinical experience (UAM SON Student Handbook, p. 35).

Faculty strongly recommends that students receive the hepatitis B vaccine series prior to beginning clinical experiences. Students who refuse or are unable to receive the vaccine must sign a Waiver Form prior to the first clinical experience releasing the SON and the clinical facilities from any responsibility should the student become exposed to the virus (SON Student Handbook, p. 36).

The Dean is directly responsible for all equipment in the SON. Faculty members are responsible for equipment in their courses or housed in their office. Policy regarding the use of SON equipment requires that faculty return all equipment to the appropriate storage area immediately after use. Approval for use of nursing equipment outside of Sorrells Hall is granted on an individual basis and, only when it is to be used in an official capacity in accordance with the mission and goals of the SON. The appropriate
form for approval to use equipment outside of Sorrells Hall is on file in the SON workroom and in the SON Faculty Handbook, (p. 84).

Research involving the use of human subjects requires the application of ethical principles upon which standards of ethical conduct in research are based. The UAM Faculty Research Committee sets guidelines for the use of human subjects in research to ensure beneficence, respect for human dignity, and justice. Students or faculty who wish to use human subjects in research are required to submit a completed Request for Approval of Projects Involving Human Subjects to the UAM Faculty Research Committee for approval. This form requires the investigator to provide enough data so reviewers can understand the purpose of the study, relevant variables, how the subjects will be treated, and how confidentiality will be maintained.

An Emergency Procedures Manual, covering various types of emergencies along with appropriate response to those emergencies (including evacuation or taking shelter if necessary) is available to faculty, staff and students. A copy is posted in the first and second floor classrooms and one is in the Secretary’s office. Students and faculty attend orientation for all clinical facilities at the beginning of each semester. Students and faculty adhere to the policies of each clinical facility regarding evacuation procedures related to fire or other disasters.

Communication of Policy Changes Affecting Students

Changes in UAM and SON policies are communicated to students through numerous methods such as the SON Student Handbook, which is emailed to students and available for download, bulletin boards in the SON, the initial class meeting of each semester, and as needed face-to-face or via email or text messaging throughout the
semester. In addition, elected student representatives who serve on standing committees in the SON communicate committee actions to their classmates.
STANDARD 4: CURRICULUM

The curriculum prepares students to achieve the outcomes of the nursing education unit, including safe practice in contemporary health care environments.

4.1 The curriculum incorporates established professional standards, guidelines and competencies, and has clearly articulated student learning and program outcomes.

Professional nursing standards guide student learning experiences and decision-making. Professional nursing standards, based on the Code of Ethics for Nurses with Interpretive Statements, Nursing’s Social Policy Statement, Nursing: Scope and Standards of Practice and the Nursing’s Social Policy Statement are introduced in the first nursing course, NURS 2003 Introduction to Nursing Concepts and Roles. The standards are re-emphasized in each nursing course while reviewing the course overview during the first class and in specific class content and learning activities. For instance, the standards are contained in the SON Student Handbook (pp. 25). The Handbook is a required student download.

Standards of practice are integrated through the program outcome related to critical thinking. This outcome states that the graduate will be prepared to: “formulate judgments using a problem solving process that is goal directed, ethical and based on standards of professional nursing practice.” Practice standards are also discussed with the introduction of each specialty area of content such as psychiatric-mental health, maternal-child health and end-of-life, etc. Standards of practice are included as class objectives and course assignments as well.

The ANA Scope and Standards of Practice and the ANA Code of Ethics for Nurses with Interpretive Statements are incorporated in the Clinical Evaluation Tool
The CET is based on the major roles of the professional nurse as identified in the philosophy (provider of care, coordinator of care, and professional). Thus, the standards guide each student’s actions and are developed further in each subsequent clinical course. The CET is included in course syllabi and is reviewed with students in each clinical course prior to clinical activities. Student performance is evaluated for each clinical experience and reviewed with the student in weekly clinical conferences.

The mission of the SON, consistent with the mission of the University of Arkansas at Monticello (UAM), (see Criterion 1), is to strive for excellence in the preparation of professional nurse generalists. This mission is accomplished through the following goals:

1. The preparation of graduates to provide nursing care for individuals, families, and communities within a variety of health care settings.
2. The encouragement of critical thinking to guide nursing interventions which promote, maintain and restore health
3. The development of accountability through a commitment to professional nursing practice and lifelong learning.

The curriculum is clearly linked through the program outcomes to the mission; goals, philosophy and organizing framework of the SON which are consistent with the mission of UAM (see Table 14). Six curriculum strands (nursing process, critical thinking, communication, research, leadership, teaching/learning) guide implementation of the curriculum. Each strand is used as the basis of the course objectives for each nursing course (Table 14). As students progress in the curriculum, strands are developed and further delineated into course objectives, content and learning experiences. The
integrity of the curriculum is evidenced by congruence among the organizing framework, program objectives, curriculum design, course progression and outcome measures depicted in Table 14.

Table 14

Congruence among organizing framework, program objectives, curriculum design, course progression, and outcome measures for the AASN program.

<table>
<thead>
<tr>
<th>Curricular Strands: Nursing Process</th>
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<tr>
<td><strong>Mission</strong></td>
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<td>…preparation of professional nurse generalists.</td>
</tr>
<tr>
<td><strong>Goal</strong></td>
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<tr>
<td>…provide nursing care . . . guide nursing interventions . . . professional nursing practice.</td>
</tr>
<tr>
<td><strong>Philosophy</strong></td>
</tr>
<tr>
<td>Professional nursing education … forms the basis for the evidence-based practice of professional nursing as a generalist. Baccalaureate education prepares students for entry level professional practice.</td>
</tr>
<tr>
<td><strong>Organizing Framework</strong></td>
</tr>
<tr>
<td>The goal of nursing is accomplished through the nursing process. The professional nurse uses the nursing process to support successful goal adaptation or to identify ineffective responses and design a plan of care with the client to promote goal adaptation and need integrity.</td>
</tr>
<tr>
<td>The nurse uses assessment data in collaboration with the client to establish nursing diagnosis(es), goals, and priorities according to evidence-based practice. Based on this assessment data, the nurse designs and implements culturally sensitive care through therapeutic interventions to promote, maintain, and restore health. The nurse and client evaluate the outcomes of care for effectiveness in promoting adaptation.</td>
</tr>
<tr>
<td><strong>Program Outcome</strong></td>
</tr>
</tbody>
</table>
Use the nursing process to provide therapeutic nursing interventions to promote, maintain, and restore the health of culturally and ethnically diverse individuals, families, and/or communities throughout the lifespan.

**Curricular Examples**

NURS 1034 and NURS 2211 introduce students to the mission, philosophy, organizing framework, nursing history, and nursing process. Steps of the nursing process are presented. NURS 1015 Principles in Nursing Care I and subsequent Principles Courses (I-III) use the nursing process progressively to first care for individuals, then families, and subsequently introduction to communities. Social and global concerns are addressed as well. The nursing process is used in its entirety in each Principle Course (I-III) with the emphasis being placed on specific physiological and psychosocial needs and modes. Students formulate nursing care plans with the specific physiological needs and modes emphasized for student assigned clients in Principles I. In Principles II students’ progress to analyzing standardized nursing care plans (agency generated) and individualizing them for the assigned client. In Principles III standardized nursing care plans are analyzed and individualized for assigned clients and students generate nursing care plans for groups of clients.

<table>
<thead>
<tr>
<th>Curricular Strands: Critical Thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mission</strong></td>
</tr>
<tr>
<td>. . . strive for excellence in the preparation of professional nurse generalists.</td>
</tr>
<tr>
<td><strong>Goal</strong></td>
</tr>
<tr>
<td>. . . the encouragement of critical thinking to guide nursing interventions.</td>
</tr>
<tr>
<td><strong>Philosophy</strong></td>
</tr>
<tr>
<td>Critical thinking is used to implement the nursing process. The teaching/learning process fosters mutual respect and trust, intellectual development, reflection, critical thinking, and lifelong learning</td>
</tr>
</tbody>
</table>
Organizing Framework

The nursing process requires use of critical thinking

Program Outcome

Formulate judgments using a problem solving process that is goal directed, ethical and based on standards of professional practice.

Curricular Examples

A variety of critical thinking activities are used throughout the curriculum such as case studies for clients, student presentations, games and developing a professional portfolio. Critical thinking is introduced and defined in NURS 1034 LPN-RN Transition. Students use critical thinking throughout the program as they provide culturally sensitive nursing care to clients. Critical thinking is encouraged as the basis for decision making relevant to client care needs and how they will best be addressed. For example, in NURS 1015 Principles in Nursing Care I, students develop a nursing care plan for an assigned individual client in an acute care setting. NURS 124V Principles in Nursing Care II, poison presentation with teaching plan is completed. By NURS 225V Principles in Nursing Care III, students develop nursing care plans for two assigned clients and develop a teaching program and present information to the community about diabetes mellitus.

Curricular Strands: Communication

Mission

. . . strive for excellence in the preparation of professional nurse generalists.

Goal

. . . provide nursing care for individuals, families, and communities.

Philosophy

. . . communicating, collaborating and negotiating with consumers and other members of the health care team.
**Organizing Framework**

. . . communicate and collaborate with members of the health care team and consumers to improve care.

**Program Outcome**

Communicate and collaborate with members of the health care team and consumers to provide and improve delivery of health care.

**Curricular Examples**

Communication is introduced in NURS 1034 Principles in Nursing where various models of communication, levels and types of communication, and communication skills throughout the lifespan are discussed. In NURS 1015 Principles in Nursing Care I, therapeutic communication is presented and specific therapeutic skills are implemented and evaluated. Process recordings are required in Principles Courses (I-III). Communication is evaluated through the Clinical Evaluation Tool requiring students to communicate, collaborate and negotiate with members of the health care team. This is implemented by reporting to health care team members and documentation on the client record in the clinical area. Presentations to peers, staff and the community are required in Principles (I, II and III) courses.

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**Curricular Strands: Leadership**

**Mission**

. . . strive for excellence in the preparation of professional nurse generalists.

**Goal**

. . . development of accountability through a commitment to professional nursing practice and learning.

**Philosophy**

. . . uses leadership skills in communicating, collaborating and negotiating with consumers and
members of the health care team in the delivery and promotion of health services.

. . . enacts three major roles: provider of care, coordinator of care, and professional.

**Organizing Framework**

Professional responsibilities include:

using leadership and management skills, cost effective strategies, and knowledge of the political and legal system to communicate, collaborate, and negotiate lifelong learning ...to promote excellence in nursing involvement in community service and application of research findings to improve nursing practice

**Program Outcome**

Apply leadership and management skills to provide cost-effective quality health care to implement and support change, and serve as a client advocate in a variety of settings.

**Curricular Examples**

Leadership is first introduced in NURS 1034 LPN-RN transition where it is discussed as a component of the professional role of the nurse. Leader and manager characteristics are identified and compared. Change and advocacy are also first introduced in NURS 1034, specifically, as components of the professional role of the RN which include client advocacy and change agent. Cost effectiveness as a component of leadership is implemented in NURS 124V by students promoting cost effectiveness in providing care. Cost effectiveness is evaluated each clinical week through the CET and clinical journals. NURS 225V Principles in Nursing Care II builds on cost effectiveness by requiring students to implement strategies to promote cost effectiveness while providing client care and is evaluated in the same manner as Principles I. Students in NURS 225V Principles in Nursing Care III students are required to provide cost effective care which is also evaluated through clinical journals and the CET. Client advocacy and change are introduced in Principles I and II where students are required to collaborate with
the client in identifying short and long term goals.

All of the advocacy requirements are evaluated weekly in the CET and clinical journals. Leadership is fostered by having students work in groups for different learning activities as well as for presentations. Each year, students are required to attend the Arkansas State Nursing Students Association (ANSA) Convention. Students demonstrate leadership by joining the Student Nurses Association at local, state, and national levels and by holding offices locally and at the state level.

<table>
<thead>
<tr>
<th>Curricular Strands: Teaching/Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mission</strong></td>
</tr>
<tr>
<td>. . . strive for excellence in the preparation of professional nurse generalists.</td>
</tr>
<tr>
<td><strong>Goal</strong></td>
</tr>
<tr>
<td>. . . provide nursing care for individuals, families, and communities.</td>
</tr>
<tr>
<td>. . . commitment to professional nursing practice and lifelong learning.</td>
</tr>
<tr>
<td><strong>Philosophy</strong></td>
</tr>
<tr>
<td>The teaching/learning process fosters mutual respect and trust, intellectual development, reflection, critical practice of professional nursing as a generalist.</td>
</tr>
<tr>
<td>. . . professional nursing education guides the student in the acquisition of nursing knowledge, skills, attitudes and values</td>
</tr>
<tr>
<td><strong>Organizing Framework</strong></td>
</tr>
<tr>
<td>Professional role responsibilities include using leadership and management skills, cost effective strategies, and knowledge of the political and legal system to communicate, collaborate, and negotiate with members of the healthcare team and consumers to improve health care;</td>
</tr>
<tr>
<td><strong>Program Outcome</strong></td>
</tr>
<tr>
<td>Educate individuals, families, and communities using teaching/learning principles which promote, maintain and restore health.</td>
</tr>
</tbody>
</table>
**Curricular Examples**

Teaching and learning are first introduced in NURS 1034 LPN-RN Transition by defining the concepts and identifying each of the teaching/learning principles which are used to educate individuals, families, and communities. In NURS 124V Principles in Nursing Care I students differentiate teaching and learning and various types of learning as well as apply teaching/learning principles in educating clients to promote, maintain and restore health. The SON identifies eleven teaching/learning principles (SON Student Handbook, p 26). In all clinical courses, students are required to identify learning needs of clients and to plan and implement a teaching plan for each assigned client and/or family. Students must identify teaching/learning principles used in the plan by documentation in the nursing care plan and teaching plan. In addition to documentation of a teaching/learning plan on the nursing care plan, students apply teaching/learning principles in various ways. NURS 225V Principles in Nursing Care III require group presentations related to teaching for various aspects of diabetes mellitus. Students present teaching topics to their peers and receive points for the oral report and use of audiovisual aids.

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4.2 **The curriculum is developed by the faculty and regularly reviewed for rigor and currency.**

The Curriculum Committee (see Governance) meets at least monthly to discuss the curriculum, sequencing, content, currency and outcomes. Each month of the academic year is depicted in the Monthly Evaluation Plan to be certain that all parts of the curriculum will be evaluated each year. This monthly evaluation process also spaces the topics to allow sufficient time for discussion and revisions as necessary. This information is documented in the monthly Curriculum meeting minutes and the PEP.
4.3 The student learning outcomes are used to organize the curriculum, guide the delivery of instruction, direct learning activities and evaluate student progress.

Outcomes for each of the curriculum strands (nursing process, critical thinking, communication, management and teaching/learning) are depicted in Figure 2. Each of the nursing courses is presented with the specific course objective that identifies the outcome for each of the strands. Curricular strands, with program outcomes, along with curricular examples of direct learning activities are presented in Figure 3. The CET is used to evaluate student progress and is available in each concepts syllabus.

4.4 The curriculum includes cultural, ethnic, and socially diverse concepts and may also include experiences from regional, national, or global perspectives.

Cultural, ethnic and socially diverse concepts are included throughout the curriculum. The social science elective contributes to the student’s knowledge of ethical issues, cultural and ethnic diversity and social and global issues. In each course there are specific objectives related to cultural sensitivity.

4.5 Evaluation methodologies are varied, reflect established professional and practice competencies, and measure the achievement of student learning and program outcomes.

Unit examinations with a comprehensive final examination are administered in each Principles course. Multiple choice questions, listing, matching, fill in the blank and essays are types of questions used in written examinations. These examinations reflect NCLEX-RN style questions. Presentations, student papers, process recordings, case studies and evidence-based research summaries, role play and video analysis are all methodologies used to measure the achievement of student learning and program outcomes.
Measurement of student performance in the clinical setting is accomplished in the following manner. Students rotate through different clinical instructors each semester to assure fairness of evaluation and an opportunity to identify strengths and weaknesses. Rubrics are completed weekly and agreed upon through weekly conferences with that instructor.

The Clinical Evaluation Tool (CET) rubric has been in use for 3 years. It was developed by a course coordinator, presented and discussed for clarity during curriculum committee meetings for one year. This was a collaborative effort between students and faculty. An edited version was then piloted the following year. It is appropriate for the use during the entire course of AASN education. Student comments on end of course evaluations have been positive stating that the rubric makes it easier to see exactly where they need improvement.

4.6 The curriculum and instructional processes reflect education theory, interdisciplinary collaboration, research, and best practice standards while allowing for innovation, flexibility, and technological advances.

The SON Philosophy states that: Professional nursing education is based upon a liberal arts and science foundation. This foundation forms the basis for the evidence-based practice of professional nursing as a generalist. Associate of Applied Science education prepares students for entry level professional practice across a variety of setting with culturally diverse populations and provides a foundation for graduate study. The process of professional nursing education guides the student in the acquisition of nursing knowledge, skills, attitudes and values. The teaching/learning process fosters mutual
respect and trust, intellectual development, reflection, critical thinking, and lifelong learning.

Supported by cognates in the arts, sciences, and humanities, nursing courses build upon a broad general education knowledge base by focusing on specific knowledge of nursing as an art and science. Nursing courses focus on nursing history and trends, nursing process, nursing roles and professional nursing development.

4.7 Program length is congruent with the attainment of identified outcomes and consistent with the policies of the governing organization, state and national standards, and best practices.

The Associate of Applied Science in Nursing degree requires completion of 64 credit hours. The hours are allocated as follows: 30 credit hours (49%) of general education and support course requirements and 34 credit hours (51%) of nursing courses. Completion of the requirements for the associate degree in nursing requires three academic years and two summer sessions (four weeks each). Thirty (30) credit hours are upper division nursing courses and are the only courses taken in the senior year.

All students attending the University of Arkansas at Monticello (UAM) are required to meet the general education requirements established by UAM that apply to all associate degrees. As stated in the UAM Catalog (p. 63) general education requirements exist “to provide a foundation for sustained lifelong learning. The program is designed to help the student develop their abilities to reason critically, analyze objectively, think creatively, perceive assumptions, make judgments on the basis of values, construct arguments, use evidence, and communicate and observe effectively.

The AASN requires completion of designated support courses. Nursing majors meet several of the general education requirements by completing nursing support
courses. Three hours of mathematics at the 1000 level or above is a UAM general education requirement with Math 0183 Intermediate Algebra or Math 1043 College Algebra required in the nursing curriculum, PSY 1013 Introduction to Psychology fulfills the general education requirement as well as serving as a nursing support course. The natural sciences form the major portion of nursing support with BIOL 2223 Anatomy and Physiology I, BIOL 2291 Anatomy and Physiology Lab I, BIOL 2273 Anatomy and Physiology II, BIOL 2281 Anatomy and Physiology Lab II, BIOL Microbiology, BIOL Microbiology Lab being required.
University of Arkansas at Monticello  
School of Nursing  
Associate of Applied Science Degree in Nursing

**LPN-RN Prerequisites**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 0183 (Int. Alg.)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>or MATH 1043 (Coll. Alg.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 1013 (Comp. I)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ENGL 1023 (Comp. II)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BIOL 2233 (Anat. &amp; Phys. I)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BIOL 2291 (Anat. &amp; Phys. I Lab)</td>
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<td></td>
</tr>
<tr>
<td>BIOL 2243 (Anat. &amp; Phys. II)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BIOL 2301 (Anat. &amp; Phys. Lab II)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>BIOL 3553 (Micro)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BIOL 3561 (Micro. Lab)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>PSY 1013 (Intro)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PSY 2223 (Micro Apps.)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CIS 1013 (Intro)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>or CIS 2223 (Micro Apps.)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total = 30 Credits
University of Arkansas at Monticello  
School of Nursing  
Associate of Applied Science Degree in Nursing  

LPN-RN Major Requirements

<table>
<thead>
<tr>
<th>Semester</th>
<th>Hrs.</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 1034 LPN-RN Transition</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>NURS 2211 Basic Skills Check-Off</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Summer II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 1015 Principles of Nursing Care I</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Fall Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 124V Principles of Nursing Care II</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 225V Principles of Nursing Care III</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

Total = 34 Credits

Prerequisite Nursing Courses = 30 credits  
Nursing Courses = 34 credits  
Total = 64 credits
4.8 Clinical

Practice learning environments are appropriate for student learning and support the achievement of student learning and program outcomes; current written agreements specify expectations for all parties and ensure the protection of students.

Clinical agencies utilized by the SON are shown in Table 15 which includes the course and agency used. A Memorandum of Agreement is maintained with each agency that provides clinical experiences for students. These agreements are signed by representatives of UAM and the cooperating agency. Originals of the agreements are kept by each party, with the UAM copy on file in the office of the SON. Agreements are open-ended with cancellation of the agreement requiring a one year notice by the party instituting the cancellation. Review and maintenance of the agreements are the responsibility of the Clinical Coordinator, Mrs. Christine Felts, in the SON. A complete job description of the Clinical Coordinator is reflected in the SON Faculty Handbook (p.34). Agreements are reviewed, annually, prior to the beginning of the fall semester.

The SON faculty review and approve clinical agency selection criteria annually (see Curriculum Committee Meeting Minutes of 12, 2009). Clinical agencies must meet the following criteria:

1. Provide an opportunity for student observation and/or practice in client areas of various departments in order to meet clinical objectives;
2. Retain responsibility for nursing care of clients;
3. Promote high-quality nursing and medical care;
4. Be conducive to teaching and learning;
5. Maintain a census compatible with the students’ clinical objectives;
6. Provide adequate qualified personnel to serve as role models and resources for learning in areas where students are assigned;

7. Have available educational resources, conference rooms, dressing rooms, parking spaces and cafeteria facilities, within the agency’s capability;

8. Have minimal competition with other students for the same clinical experiences;

9. Agree to maintain a current Memorandum of Agreement between the clinical agency and UAM SON;

10. Provide student and faculty orientation which includes policies/procedures and documentation;

11. Be an agency which supports students in the pursuit of baccalaureate nursing education; and,

12. Provide a safe environment.

The clinical agencies are of sufficient variety, size, and number to meet program objectives, standards of practice, course objectives, and weekly clinical objectives

The SON has agreements with 3 hospitals that are used as clinical agencies in a variety of health care settings. Agencies that are used for the 2009-2010 academic year are depicted in Table 15. Each clinical course uses a variety of agencies. We also have contracts with a variety of community nurse settings to meet our goals. The community nurse agencies include dialysis centers in the surrounding areas, which provide an overview and clinical experience for one rotation during Principles III. A Kid First in Warren is utilized during course work with Principles II to provide growth and development clinical experience with a variety of pediatric clients. Our current clinical
rotation creates a well rounded generalist clinical experience so that our students can provide care to a variety of clients upon graduation.
### Table 15

**Clinical Agencies: (Fall 2009 and Spring 2010)**

<table>
<thead>
<tr>
<th>Agency &amp; Location</th>
<th>Agency Bed Capacity</th>
<th>Unit</th>
<th>Unit Bed Capacity</th>
<th>Clinical Focus At all locations</th>
<th>Clinical Days/Weeks Per Student</th>
<th>Miles From UAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical Center of South Eldorado, AR</td>
<td></td>
<td>All Areas</td>
<td></td>
<td>Interdependence, Activity &amp; Rest, Sensation, Lifespan, Role Function, Endocrine, Elimination, Self Concept, Fluid and Electrolytes, Oxygenation, Nutrition, Protection, and Neurologic</td>
<td>2 days</td>
<td>66</td>
</tr>
<tr>
<td>Jefferson Regional Pine Bluff, AR</td>
<td></td>
<td>All Areas</td>
<td></td>
<td></td>
<td>2 days</td>
<td>44</td>
</tr>
<tr>
<td>Delta Regional Memorial Hospital Dumas, AR</td>
<td></td>
<td>All Areas</td>
<td></td>
<td></td>
<td>2 days</td>
<td>38</td>
</tr>
</tbody>
</table>
Students evaluate clinical agencies for strengths and weaknesses at the end of each semester while completing course evaluations. These student evaluations along with faculty input are used in determining the suitability of the agency for future clinical experiences. The evaluation of clinical agencies is part of the Program Evaluation Plan (PEP) which is in Standard 6 of this self study. Clinical agencies are reviewed, annually, by the faculty. Changes in student rotations in the agencies and changes in the curriculum are made based on the evaluation data.

Clinical experiences range from acute care agencies to out-patient care and community-based experiences. Traditional community experiences of clinics and home visits compliment other community settings such as dialysis centers and the wound care center, ASH; Children’s hospital home health services. Long-term care agencies and clinic settings are also used. Large, medium and small agencies in rural and urban settings enable students to receive diverse learning experiences across a variety of settings which cover the lifespan. These agencies ensure that UAM provides the best possible clinical experiences as it continues to strengthen the BSN program and enhance nursing care in local and regional communities.

4.8.1 Student clinical experiences reflect current best practices and nationally established patient health and safety goals.

The Joint Commission National Patient Safety Goals are introduced early in the curriculum. NURS 2211 Basic Skills Check-Off course provides for the interpretation and importance of theses safety goals. To improve the accuracy of patient identification, students are taught different ways to determine the client’s identity (name band, asking the patient, asking the family). This skill is performed throughout the curriculum in all of the clinical settings. Medication administration is introduced in Skills and students first
administer oral meds and then progress to IM, Subq, and IV administration. The rights to medication administration are continually practiced during clinical medication administration. The students are introduced to electronic medication administration records (EMAR) in Principles II.

Communication skills are improved throughout the curriculum. First students are taught therapeutic communication in Principles I. The techniques are evaluated in each of the Principle’s courses with the students documenting a process recording and identifying therapeutic techniques. Using different clinical agencies also helps the student identify and utilize different communication techniques used in nursing and health care. From the smaller rural hospital, where much of the communication is verbal, to the larger urban hospitals were communication is electronic provides the students the opportunity to think critically and communicate effectively.

During the management class presented in Principles III students become more comfortable as being leaders and agents for change. They also are responsible for managing their peer’s clinical experiences which assists them in finding, managing and using information and becoming more comfortable with management and leadership skills. Throughout the curriculum, students are encouraged to understand the principles that underlie their practice, function effectively in the face of conflict, manage constant change, including technological developments. The various clinical sites and experiences allow the student to progress in determining how to find, manage and use information.
### Table 1
**AASN Organizing Framework**

**CURRICULAR STRANDS**
(Nursing Process, Critical Thinking, Communication,
Management, Teaching/Learning)

<table>
<thead>
<tr>
<th>MODES</th>
<th>UN - RN</th>
<th>PRIN I</th>
<th>PRIN II</th>
<th>PRIN III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physiological</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Self-Concept</td>
<td></td>
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<tr>
<td>Role Function</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interdependence</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>NEEDS</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Psychic</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Affectional Adequacy</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
STANDARD 5: RESOURCES

Fiscal, physical, and learning resources promote the achievement of the goals and outcomes of the nursing education unit.

Standard 5.1: Fiscal resources are sufficient to ensure the achievement of the nursing education unit outcomes and commensurate with the resources of the governing organization.

Fiscal Resources

University support is evident in the fiscal resources allocated to the SON. The fiscal resources are adequate and commensurate with the resources of the organization. The budget for fiscal years 2007-2008, 2008-2009, and 2009-2010 can be found in Table 16. The University’s fiscal year begins on July 1 and ends on June 30. Approximately 38% of the University’s funding comes from tuition and fees, 1% to 2% from miscellaneous other sources, and the remaining is from State appropriations. There have been increasing private SONor contributions to the SON through the University Foundation in recent years, as community outreach efforts increase by the SON. Nursing faculty members also make individual contributions to the Foundation. Recent graduates have expressed interest in establishing a Nursing Alumni Association to increase contributions to the SON.

The University administration has provided increased support for nursing education on a regular basis. The University’s Chancellor is responsible to the Board of Trustees and the President of the University of Arkansas system for allocation of appropriated budgets. The University’s Executive Council, which includes the Chancellor, all Vice Chancellors and Provost/Via Chancellor of Academic Affairs meet with each unit head for formal budget hearings each year. Each unit head presents the requests and needs for the upcoming fiscal year for his/her unit during these budget
hearings. The budget hearings are usually held during March, prior to the fiscal year beginning July 1. The Executive Council then makes decisions regarding the allocation of resources for the fiscal year operating budget. Allocations are dependent upon the available state and university revenue projections. The Chair of the SON is responsible for the budget and has final authority for the allocation of the budget.

The SON budget is adequate to support programs preparing graduates at the baccalaureate level. A significant portion of the budget compensates personnel for salaries. The SON salaries budget currently supports nine full-time faculty (including the Chair) and one full-time staff member. The Clinical Coordinator is compensated from the administrative assignment salary. The Maintenance and Operations (M & O) Budget primarily supports teaching expenses, faculty travel, and building maintenance. Faculty must submit equipment and resources requests to the SON Teaching Resources Committee, and subsequently, to the SON Chair each semester. Multiple clinical sites are utilized by faculty to provide appropriate clinical experiences, which may be considerable distances from the campus. Faculty are reimbursed for clinical travel in accordance with the rate set for the State of Arkansas employees. A wireless device allowance was added to the budget in 2008-2009 to reimburse faculty for cell phone use. Cell phones are used to facilitate student contact with faculty in the clinical setting and when out of the office. Adjunct clinical instructors are compensated from the clinical extra help category when additional clinical instructors are needed each semester. The budget category of Workstudy consists of Federal and Institutional money available for student employment. A student worker is employed each semester to assist the secretary
and faculty. The budget category of extra help non-student is available if additional office support is needed.

Table 16

Nursing Budget

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Salary</td>
<td>$494,001.00</td>
<td>$507,511.00</td>
<td>$517,481.00</td>
</tr>
<tr>
<td>Salary Wireless</td>
<td>$.00</td>
<td>$4,500.00</td>
<td>$4,500.00</td>
</tr>
<tr>
<td>Salary Admin</td>
<td>$5,512.00</td>
<td>$5,512.00</td>
<td>$5,000.00</td>
</tr>
<tr>
<td>Benefits</td>
<td>$142,361.00</td>
<td>$146,212.00</td>
<td>$159,357.00</td>
</tr>
<tr>
<td>Maintenance &amp;</td>
<td>$39,027.00</td>
<td>$43,015.00</td>
<td>$25,679.00</td>
</tr>
<tr>
<td>Operations (M&amp;O)</td>
<td></td>
<td></td>
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<tr>
<td>Student Insurance</td>
<td>$1,619.00</td>
<td>$1,619.00</td>
<td>$1,619.00</td>
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<tr>
<td>Institutional Workstudy</td>
<td>$2,000.00</td>
<td>$2,096.00</td>
<td>$2,096.00</td>
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<tr>
<td>Federal Workstudy</td>
<td>$2,000.00</td>
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<tr>
<td>Faculty Development</td>
<td>$2,400.00</td>
<td>$2,400.00</td>
<td>$2,400.00</td>
</tr>
<tr>
<td>Extra Funding</td>
<td>$.00</td>
<td>$.00</td>
<td>$.00</td>
</tr>
<tr>
<td>------------------</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td>NLNAC</td>
<td>$2,715.00</td>
<td>$7,715.00</td>
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<tr>
<td>Accreditation</td>
<td>$.00</td>
<td>$.00</td>
<td>$10,000.00</td>
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<tr>
<td>Visit</td>
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</tr>
<tr>
<td>Testing</td>
<td>$9,123.00</td>
<td>$3,123.00</td>
<td>$3,123.00</td>
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<tr>
<td>Extra Help</td>
<td>$2,000.00</td>
<td>$2,000.00</td>
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<tr>
<td>Non-Student</td>
<td></td>
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<tr>
<td>Clinical Extra</td>
<td>$16,200.00</td>
<td>$20,000.00</td>
<td>$22,576.00</td>
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<tr>
<td>Help</td>
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<tr>
<td>Total</td>
<td>$716,558.00</td>
<td>$745,303.00</td>
<td>$756,806.00</td>
</tr>
</tbody>
</table>

A review of financial data among the units on campus indicates equity and strong support for the SON. The School of Education was selected as a comparison unit for the SON since they are accredited, students participate in clinical internships, and no general education students are enrolled in their education courses. The Maintenance and Operations Budget (M&O) for the School of Education and the SON is compared in Table 17.

The School of Education has 14 full-time faculty with an enrollment of approximately 100 undergraduate students. The SON has 9 full-time faculty (including the Chair) with a student enrollment of approximately 85 students. The unit budget has not consistently received annual increases. The 2009-2010 unit budget was decreased by 2% as requested by the University Administration due to the current economy. To
accommodate this request, the SON faculty focused on a more efficient use of full-time faculty, which eliminated some travel through better use of placement in clinical facilities. University funded budgets remain problematic when planning for needs of faculty, offices, technological support, travel, and support services.

Table 17

Comparison Budgets

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SON M &amp; O</td>
<td>$39,027.00</td>
<td>$43,015.00</td>
<td>$25,679.00</td>
</tr>
<tr>
<td>Budget</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School of</td>
<td>$40,000.00</td>
<td>$40,000.00</td>
<td>$32,094.00</td>
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<tr>
<td>Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M &amp; O Budget</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Salary Comparisons

The 2010 nursing faculty salaries as compared to the 2008-2009 American Association of Colleges of Nursing (AACN) salaries are listed in Table 18. The AACN table used for comparison included academic year salaries for full-time nurse faculty in the southern region by rank, type of institution, and degree level. This table was determined to be the most appropriate comparison, because Arkansas Universities’ nursing faculty salaries were included. During the 2007-2008 academic year, the University performed a salary study, using data from CUPA (College and University Professional Association). The CUPA data included average salaries by rank for each discipline. The CUPA data was used as a resource by the University Salary Committee
to develop a model which would allow the comparison of faculty salaries across campus and establish target salaries for each discipline and rank. The factors the Committee used in the model include: rank, discipline, years of service at rank, and degree (Salary Committee Report, 2007). The new model was used at that time to adjust faculty salaries across campus. For further comparison of University support, the 2007-2008 through 2009-2010 University nursing salaries are summarized in Table 19. Faculty who teach during a summer semester are paid 7.5% of the previous nine-month salary for each 3-hour course assignment (UAM Operating Procedures 440.3). Additional summer salary is not reflected in Table 19.

A new nursing faculty workload formula is being developed to accurately reflect the actual work SONe by each faculty member. The new policy and worksheet can be found in the evidence room for review.
Table 18

School of Nursing Academic Year (2010) Faculty Salaries as Compared to AACN

Salaries for 2008-2009

<table>
<thead>
<tr>
<th>Rank</th>
<th>Number</th>
<th>Mean Salary</th>
<th>Mean Length of Employment at UAM</th>
<th>AACN Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Professor</td>
<td>5</td>
<td>$57,464.00</td>
<td>13.4 years</td>
<td>$77,514.00</td>
</tr>
<tr>
<td>(Non-Doctoral)</td>
<td>(9 month appointments)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>3</td>
<td>$46,004.66</td>
<td>5 years</td>
<td>$69,671.00</td>
</tr>
<tr>
<td>(Non-Doctoral)</td>
<td>(9 month appointments)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


Table 19

School of Nursing Mean Academic Annual Salary Data

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Professor</td>
<td>$54,816.00</td>
<td>$56,237.00</td>
<td>$57,464.00</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>$44,789.00</td>
<td>$45,553.00</td>
<td>$46,005.00</td>
</tr>
</tbody>
</table>
Benefits

The University provides numerous benefits for its employees: Social Security, Unemployment, Workers’ Compensation, Basic Life Insurance, and Basic Long-Term Disability. Optional benefits of major medical and dental insurance are offered with the cost being shared by both the University and the employee. Other optional insurance plans which are paid by the employee are: optional life, optional long-term disability, and accidental death and dismemberment insurance. All eligible employees are required to participate in a retirement plan such a TIAA-CREF or Fidelity Investments. The University will match employee contributions up to 10%. If a faculty member chooses not to contribute, or elects to contribute less than 5%, the University will contribute an amount equal to 5% of the faculty member’s salary (UAM Employee Staff Handbook; http://www.uamontedu/handbook.htm#Workers_Compenstation_1). Other benefits to University faculty include holiday, sick, educational, and children’s education activity leave (UAM Employee Staff Handbook; http://www.uamont.edu/handbook.htm#Sick_Leave_1 ). The University offers a tuition discount program for employees, spouses, and dependent children enrolled in classes at UAM or the University of Arkansas system. The employee will be charged a tuition cost of 10% of the cost of tuition for the courses offered by the employee’s campus, or at 30% of the cost of tuition at any other campus within the University system (UAM Operating Procedures; http://www.uamont.edu/OperatingProcedures/pdf/OperatingPro%20425_1.pdf ).
Faculty Development

The University begins each academic year with a Professional Development Week, prior to students returning to campus. This week provides faculty opportunities to attend lectures related to current issues in education, as well as workshops on using computer technology in education.

The University distributes funding for faculty development after the individual unit budgets have been approved, so this budget category is always noted as zero dollars at the beginning of the fiscal year. Funding is distributed equally among University faculty, and nursing faculty have each received $300.00 annually for the last several years. This funding is used for professional conference registrations for each faculty member. Compensation for travel and lodging to attend the conference is covered with funds from the Maintenance & Operations budget.

Funding for faculty development has been a challenge over the years for nursing faculty. Professional development is needed, to satisfy faculty licensure and certification needs as well as nursing education and curricular updates. Limited fiscal resources have resulted in faculty funding a large portion of their continuing education. University technology is currently being updated to allow improved access to webinars, which will help eliminate the cost of travel and lodging for some professional development. Despite limited fiscal resources for faculty development, the nursing faculty has remained current with nursing education and nursing specialty areas. The SON faculty is fortunate to have four advanced practice nurses, and several faculty pursuing doctoral degrees.

Support Personnel
The SON has one full-time secretary. In addition, each semester funds are available through Institutional Workstudy and Federal Workstudy programs for student worker compensation. The student worker is available 20 hours each week to assist the secretary and faculty as needed. The SON secretary and student worker are sufficient for achievement of the goals and objectives of the SON.

5.2 Physical resources (classrooms, laboratories, offices, etc.) are sufficient to ensure the achievement of the nursing education unit outcomes and meet the needs of faculty, staff, and students.

Sorrells Hall is the new home of the SON since December 2008. Prior to this time, Wells Hall housed the SON for more than thirty years. Both buildings were approaching 100 years of age and were included in a $4.2 million renovation project. The university invested $1,575,000 in renovating Sorrells Hall. The renovated, two-story building now is handicap accessible with an elevator for access to the second floor classrooms and laboratory. With more than 3,700 square feet of space, Sorrells Hall is a modern nursing education facility with classrooms, laboratory, and offices for the SON. Classrooms are located on both floors of Sorrells Hall. The first floor classroom has seating for 35 students. The second floor classroom has seating for 40 students and can be expanded to seat an additional 20 students. Presently, this additional 20 desks space is used for the LPN-RN classroom. A moveable wall separates these two spaces. Students are able to utilize comfortable adult-sized desks and tables for individual seating. Restroom facilities are located on both floors of Sorrells Hall and include handicap accessible stalls.

All classrooms are equipped as “smart rooms” with audiovisual projection from a central computer. Motorized projector screens and dry erase boards are located in each
classroom. Students have wired internet connection for laptop computer use. The building infrastructure has been designed to facilitate wireless connectivity and will be ready for student use Summer 2010.

In addition, Sorrells Hall has 1300 sq. feet of space dedicated as the nursing skills laboratory. The Skills Laboratory is located on the second floor of Sorrells Hall in Room 214. It is equipped with sinks for practicing hand washing skills and five hospital beds, with mannequins, available for student practice and return demonstrations. Students purchase a skills bag at the beginning of NURS 3103 Nursing Skills which contains items required to perform return demonstrations. This requirement has decreased the amount of skill supplies purchased by the SON. There is now ample storage space within the lab for the storage of current and future equipment and supplies.

A proposed project to create a state-of-the-art simulation teaching/learning laboratory will provide students with virtual client care experiences using programmable, highly sophisticated simulation mannequins and computer charting programs. The ASBN allows up to 25% of all clinical hours to be obtained through simulation. The proposed lab will fill a need for delusional clinical experiences. A proposed budget of $350,000-$500,000 will provide funds to purchase a SimMan Patient Simulator, OB Simulator, and SimBaby Infant Simulator, Virtual IV equipment, new skills mannequins, additional educational software and furnishings. The SON is working cooperatively with the Office of Advancement on a plan for identifying funding resources.

The first floor of Sorrells, Room 105, houses the nursing computer laboratory. The lab is equipped with ten Dell Computers, laser printer, scanner, dry erase board, document shredder and office supplies. Students may access the UAM Library data
bases, internet, and nursing software programs from this area while on campus. The computer lab is open to students to use from 8 am to 4:30 pm. Also located on the first floor of Sorrells Hall is the faculty workroom, Room 106, which houses a Scantron grading machine and archived division files.

All faculty enjoy spacious private offices with window views within Sorrells Hall. All offices are individually heated and cooled. Each is equipped with desks, chairs, bookshelves, filing cabinets, telephones, individual computers with internet access and a network printer. Some offices retain individual printers.

The Secretary’s office for the SON is large and centrally located on the first floor of Sorrells Hall, Room 110, and adjacent to the office of the Division Chair (Room 109). This office houses a large capacity printer with networking from all faculty offices to facilitate SON printing needs. It also has fax, scanning and numerous other printing capabilities. Adjoining the Secretary’s office is the SON workroom which acts as storage for office supplies, administrative files and locked student records. Videos and computer software is also stored in this area. An inventory of all nursing equipment is available in the evidence room for program evaluators to review. Faculty mailboxes are also located in this area.

A conference room that will seat ten individuals is located on the first floor in Room 108. This room contains a large conference table and chairs and is used primarily for faculty and committee meetings. It can be used to meet with individual students or groups of students or for small class settings. The conference room is wired as a smart room with computer projector and internet access. It will have wireless access by
summer 2010. The conference room also acts as a place to store resource books for both faculty and student use.

Located on the first floor is an additional office space (Room 125) which is used by adjunct faculty when on campus. The Student Nursing Association has an office (Room 123) located on the first floor to house association materials. Additional facilities within the building include a faculty lounge and student lounge. Both are equipped with sink, microwave oven, coffee maker and refrigerator. Water fountains, as well as a snack and drink machine are located at the east end of the building. There is ample lounge seating at each entryway of the building. More seating is scheduled for purchase next year. In addition to these lounge areas, nursing faculty and students have access to lounge areas and recreational facilities in the John F. Gibson University Center. The University Center offers a campus cafeteria, snack area, and the Patio Café. Students may take advantage of Java City, the coffee shop located on the first floor of the Fred Taylor Library. Students are encouraged to utilize these facilities during classroom breaks throughout the day. In addition, nursing students utilize other campus resources such as the Wellness Center for recreational activities as well as lighted tennis courts, walking track, and forestry park picnic area.

The Fine Arts Center, which seats 450, is a resource for many cultural activities for the campus and community. The SON utilizes the center each year for the Graduate Recognition Ceremony. There are several religious organizations on campus which act as resources to meet student’s spiritual needs. The Baptist Collegiate Ministry, Missionary Baptist Student Fellowship and Wesley Foundation all have their own buildings on campus. Students are encouraged to attend and participate in campus events
as their schedule allows. At present time resources are adequate to meet the needs of faculty, students and staff. UAM Administration has been very supportive of the SON in terms of resources.

5.3 Learning resources and technology are selected by the faculty and are comprehensive, current, and accessible to faculty and students, including those engaged in alternative methods of delivery.

Library

UAM has many learning resources that are current and accessible to all students. The UAM Taylor Library is located in the center of the campus and only a short distance from Sorrells Hall. Its mission is providing and organizing resources and services for students in their academic course work at the university. The library assists students, faculty, and administrative personnel who desire to satisfy their research, information and leisure reading requirements. The library is open to the general public for use of in-house references. Library services include interlibrary loans, references for research questions, library instruction (tours, specific instruction on using library resources), and community outreach.

The Taylor Library contains 51,631 square feet of floor space housing 173,681 items including monographs, bound periodicals, microfilm,serials, periodicals, newspapers, and U.S. Government documents. In the 2007-2008 Library Annual Report, it was reported that the library had circulation of 26,460 books with an attendance of 78,919 through its system. A copy of the Library Annual Report is available for program evaluators to review.

The Taylor Library houses twenty-eight (28) computers for students to access the internet and a multitude of databases. The library currently holds subscriptions to 105
electronic databases. Library patrons ran approximately 95,975 searches and retrieved 51,056 full-text documents during the 2007-2008 academic years. Mrs. Sandra Campbell, Library Director, states that the increased use of electronic resources affects the usage of other library services and appears to be the preferred way to utilize library collections. Students have 24 hour access to the UAM Taylor Library via the UAM website http://uamlibrary.uamont.edu/. Each department on campus is assigned a library liaison to assist students and faculty with individual and group instruction on use of the library databases. Ms. Kathy Davis is Liaison to the SON. A list of library electronic databases are available for program evaluators to review.

Interlibrary loan services are available to expand the library’s collection for material not owned by UAM Taylor Library. UAM Library belongs to the world’s largest library consortium, Online Computer Library Center, which provides support for more than 6,700 member libraries. This allows libraries to process both lending and borrowing transactions. Nursing students can request photocopies of articles or submit a book request online.

Nursing has been identified as one of the disciplines on campus with the heaviest use of the library and its electronic resources. Within the library general appropriation funds, nursing has annual funding of $4,000 to purchase library materials. A faculty member from the SON’s Teaching Resources Committee (TRC) serves on the campus-wide Library Committee. The committee person is responsible for reviewing library holdings annually, making recommendations to the faculty, and preparing recommendations from faculty to the library for acquisition. The Doody’s Booklist is
now used to base selection of periodicals and nursing texts. A copy of library holdings for the SON is available for program evaluators to review.

Faculty from the SON Teaching Resources Committee schedule an annual book purge to remove titles which are outdated from the library shelves and to make room for new editions or titles. The library staff places outdated items in historical storage.

Technology

Keeping abreast of technology in nursing and healthcare is crucial to nursing education. The University believes that providing the latest technology to faculty and students is a primary concern in the enhancement of academic programs (UAM Strategic Plan 2008).

https://synergy.uamont.edu/sites/nursing/strategicplan/Shared%20Documents/Forms/AllItems.aspx. A copy of the UAM Strategic Plan is available for program evaluators to review. The University outlines three specific points related to improving technology for the campus in the UAM Strategic Plan as follows:

1. To improve data systems for the collection, analysis, and reporting of data, as well to ready the University for a new administrative software solution, an Oracle database solution was purchased in FY 2009. The new database software will be installed 2010 fall. WebCT will be the first University software to run on the new platform.

2. The University purchased a new administrative software solution, PeopleSoft, which will serve computing needs in the areas of business and finance, human resources, registration, classroom management, admission, and financial aid
applications. The new system will be implemented over eighteen months and will replace existing outdated software.

3. The Monticello campus completed replacement of the fiber optic cable system that serves all facilities during the fall 2008 term. This project is the first step in preparing the University for access to AREON (which is known as the E-corridor and National Lambda Rail Project). It is expected that the network will be activated in late 2009.

These improvement projects certainly demonstrate the University’s support for comprehensive, current and accessible technology for faculty, staff and students. Students are afforded many opportunities to use technology on the campus of UAM. The Technology Center located in the Taylor library is a tremendous resource for students and offers CIV room, teleconferencing capabilities and a large computer laboratory located on the second floor.

The Information Technology (IT) department supports the mission and goals of the nursing unit, faculty and students in the selection, implementation and maintenance of technology. The IT department provides technical support for basic hardware maintenance, online WebCT instruction, online tutorial support, faculty and student (e-mail) accounts, and information regarding software applications. http://www.uamont.edu/InformationTechnology/. It is responsible for the administration and/or oversight of the campus computer network as well as the campus’s public computer labs and facilities.
Several courses are available through IT to assist the student and faculty to learn computer operating systems. These basic courses include CIS 2223 Microcomputer Applications and CIS 1013 Introduction to Computer-Based Systems.

During Professional Development Week Fall 2009, Mr. Bobby Hoyle, Director of the University’s Information Technology Department, presented the “Information Technology Orientation.” Additionally, “Getting Started with Blackboard 9”, “Meeting the Challenge of Online Audio/Video” and “UAM’s Web CT to Blackboard 9 Migration” was presented by Brian Fendley of the IT department to prepare faculty in the use of information technology.

In April of 2009, the Technology Committee an adhoc committee, (Gouner, Evans, & Hoyle) met to develop a technology plan for the SON. Short term, intermediate and long term goals for technology were developed. As of this writing, most of the short-term goals have been achieved. A copy of the Technology Plan is available. Program reviews can be accessed and will be available on Sharepoint Server.

Faculty integrate technology applications in their instruction of students. Students may access some course materials via the web (i.e. WebCT components, course syllabi and lecture material). All faculty use PowerPoint, databases, web searches, and DVDs in classroom instruction. Faculty utilize uses email and text messaging to enhance communication with students.

In the Spring of 2008, faculty investigated the feasibility of mobile technology via PDA or Smartphone devices. A Handheld Technology Policy has been developed and approved for implementation in order that students may use this technology in the clinical
setting to facilitate learning. A copy of this policy is available for program evaluators to review and will be available on Sharepoint Server.

Students are exposed to medical technology through clinical experiences at clinical agencies. All contracted clinical agencies are integrating computerized charting in compliance with the JCAHO mandates for 2013. At the largest clinical agency used by UAM, Jefferson Regional Medical Center (JRMC), students use the Eclipsys data management system for data gathering and documentation of client information. The Pyxis Medication Administration system allows students to access client’s medications electronically. JRMC utilizes a barcode scanning system for increased safety and accuracy of medication administration and charging for patient supplies. Orientation to the use of these systems is held at the beginning of the clinical rotation each semester. Students, along with nurse preceptors and instructors, experience new technology in various specialized areas of clinical agencies such as the Intensive Care, Cardiac Care and Cath lab, Medical Intensive Care, and OB Labor and Delivery Units.

The Teaching Resources Committee is responsible for making recommendations for the purchase of software, videos, and equipment to the Faculty Association for purchase. A student representative from the junior and senior classes serves on the committee and brings suggestions for purchase considerations from their respective classes.

Clinical Agencies

The clinical agencies as a resource for students in the SON are of sufficient variety, size and number to meet program objectives, standards of practice, course and
clinical objectives. Further detailed discussion of clinical agencies are addressed in
SECTION 3

STANDARD 6: OUTCOMES

Evaluation of student learning demonstrates that graduates have achieved identified competencies consistent with the institutional mission and professional standards and that the outcomes of the nursing education unit have been achieved.

6.1 The systematic plan for evaluation emphasizes the ongoing assessment and evaluation of the student learning and program outcomes of the nursing education unit and NLNAC standards.

The SON refers to this plan as their Program Evaluation Plan (PEP). The faculty discuss each item of the PEP’s assessment methods and expected levels of achievement on a rotating schedule during Curriculum Committee meetings and Faculty Association Committee meetings. The PEP is consistent with and reflective of NLNAC standards. It is composed of 13 regularly reviewed areas. These include:

2) participation of SON faculty in *university governance* (1.1);

3) maintenance of *faculty qualifications* for current full time faculty and clinical instructors using the standard university evaluation procedures (Standard 2);

4) *service* of both students and faculty to the SON, University and community (Standards 2 and 3);

5) *curricular consistency of the program with the mission/philosophy of the university* to ultimately serve the educational needs and preparation of the student (Standard 4.7);

6) evaluating the progressive development of student *critical thinking* skills throughout the curriculum as evidence of an effective curricular design(Standard 4);
7) attaining *therapeutic nursing interventions* to reflect expected student outcomes (Standard 4);
8) continued appropriateness of *clinical agencies and partnerships* (Standards 4.8 and 5.3);
9) program *resources* (Standard 5);
10) evaluation of *clinical partnerships* (Standard 4);
11) *NCLEX-RN performance* (Standard 6.5.1);
12) *graduation rates and student progression* (Standard 6.5.2),
13) *program satisfaction* as evidenced by student, alumni and facility evaluation results (Standard 6.5.3) and;
14) *patterns of employment* (Standard 6.5.4).

### 6.2 Aggregated evaluation findings inform program decision making and are used to maintain or improve student learning outcomes.

Please refer to the Program Evaluation Plan for this information. All data are aggregated to support any changes made in the curriculum. Data are gained through Senior Surveys, Alumni Surveys and Employer surveys. The information is discussed according the the PEP as a PEP Agenda item. Evidence to support change must be substantive and efforts to address it must be piloted and voted by CCM before it becomes official. In some cases, such as changes in the Clinical Evaluation Tool (CET), students are key participants. They help evaluate its’ ease of understandability and use by the students and faculty.
6.3 Evaluation findings are shared with communities of interest.

The SON shares evaluation findings with faculty, students, clinical and community facilities, members of the SON Advisory Board and the community at large.

6.4 Graduates demonstrate achievement of competencies appropriate to role preparation.
This goal is evidence by successfully passing the NCLEX-RN and locating gainful employment. Pass rates of 100% demonstrate outstanding achievement of competencies appropriate to role preparation as a Registered Nurse.

6.5 The program demonstrates evidence of achievement in meeting the following program outcomes:

6.5.1 Performance on licensure exam

The licensure exam pass rates will be at or above the national mean.

Table 20

Comparison of NCLEX Pass Rates

<table>
<thead>
<tr>
<th>Year</th>
<th>NCLEX RN Pass Rates per ASBN</th>
<th>National Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>100%</td>
<td>88.4</td>
</tr>
<tr>
<td>2008</td>
<td>100%</td>
<td>86.47</td>
</tr>
</tbody>
</table>

National Council Licensure Examination for Registered Nurses (NCLEX-RN) Pass Rates per Arkansas State Board of Nursing (ASBN).

The program also demonstrates competency by enjoying full approval of the Arkansas State Board of Nursing (ASBN) consecutively since 2001. These documents can be found in the first pages of the self study. Annual reports sent to the ASBN demonstrate continual review and compliance with the requirements for approval.
6.5.2 Program completion

Expected levels of achievement for program completion are determined by the faculty and reflect program demographics, academic progression, and program history.

<table>
<thead>
<tr>
<th>LPN to RN (AASN)</th>
<th>2008/09</th>
<th>2007/08</th>
<th>2006/07</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>6</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Sophomore</td>
<td>3</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Junior</td>
<td>10</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Senior</td>
<td>9</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Pre-Freshman</td>
<td>2</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Special (non-degree seeking)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Post Bachelor</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>11</td>
<td>23</td>
</tr>
</tbody>
</table>

Graduates in 2008 = 14

Graduates in 2009 = 8

6.5.3 Program satisfaction

Program satisfaction measures (quantitative and qualitative) address graduate and their employers. See Section B: Program Evaluation Plan – Program Satisfaction p. 15.

6.5.4 Job placement

Job placement rates are addressed through quantified measures that reflect program demographics and history. Employment of Graduates

Our graduates from our AASN program have found employment in many areas. The following is a list of agencies employing the majority of our graduates:
Medical Center of South Arkansas, El Dorado, AR
Baptist Hospital, Little Rock, AR
Chicot Memorial Hospital, Lake Village, AR
Bradley County Medical Center, Warren, AR
Jefferson Regional Medical Center, Pine Bluff, AR
Drew Memorial Hospital, Monticello, AR
Morehouse Regional Medical Center, Bastrop, LA
Ashley County Medical Center, Crossett, AR
St. Francis Medical Center North, Monroe, LA
Veterans Administration Hospital, Little Rock, AR
St. Vincent’s Infirmary, Little Rock, AR
Arkansas Children’s Hospital, Little Rock, AR

- Average hourly rate for program graduates.
  i. $22.00 - $24.00/Hour in Arkansas
- Names of companies requiring the certificate/degree for initial or continued employment.
  i. All agencies listed above require licensure for initial employment. All of our students in the AASN program begin as Licensed Practical Nurses. If being promoted to the Registered Nurse status or newly hired as a Registered Nurse, they must show evidence of licensure at this level.

South Arkansas Adolescent Unit, Monticello, AR